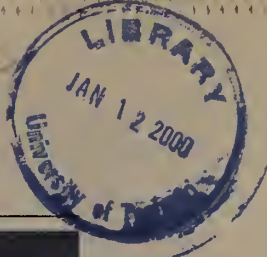


# THE BULLETIN

JANUARY 10, 2000 ~ 53RD YEAR ~ NUMBER 10



## TAs on Strike, U of T Locks Out

BY JANE STIRLING

THE UNIVERSITY'S 2,400 teaching assistants went on strike and the university subsequently locked out all union members Jan. 7.

The strike came after a mediation session failed last Friday. Picket lines are expected on all three campuses today.

The university presented its final offer to the bargaining committee of the Canadian Union of Public Employees, Local 3902, in late December. The offer includes an immediate 1.5 per cent wage increase, an immediate 1.25 per cent increase to restore the 1996 salary roll-back and a two per cent increase September 2000. In addition, it offers a lump sum payment of \$120 for each full-time TA, prorated for those with less than a full-time appointment, a 50 per cent increase in financial support towards dental rebates and an additional year of appointment (from three to four) for TAs who are PhD students.

Members of CUPE 3902 are adamant that the settlement include some kind of tuition relief, said Mikael Swayze, the union's chief negotiator. "There is no limit on the length of time we'll go on strike. We're prepared to stay out until we get a deal that meets our needs."

David Cook, U of T's vice-provost, said he is disappointed the union voted to strike. "The university's final offer is very reasonable and appropriate. It is in line with our settlement with the faculty association and our tentative settlement with the United Steelworkers of America. I regret the union's

~ See TAs: Page 6 ~



## A NEW BRAND OF SCIENCE

*Steacie Prize winner Lewis Kay attributes award to luck, top facilities and a keen interest in science for science's sake*

BY ALTHEA BLACKBURN-EVANS

TO HEAR HIM TELL IT, LEWIS KAY IS JUST A GUY who loves physics and was in the right place at the right time. But the 1999 winner of the Steacie Prize, Canada's most prestigious science award, may be understating his talent.

The annual \$10,000 prize — established in memory of E.W.R. Steacie, a physical chemist and former president of the National Research Council of Canada — recognizes researchers under 40 years old for outstanding work in the areas of science and engineering. In the past the award has gone to such brilliant researchers as Nobel laureate John Polanyi, who won the prize in 1965 at the start of his accomplished career.

Kay's work is in the area of nuclear magnetic resonance (NMR) spectroscopy — a relatively new brand of science that takes physics far beyond its traditional scope. "NMR brings together chemistry, physics, biochemistry, medicine — and even a little computer science and electronics," says Kay, a professor of biochemistry and medical genetics and microbiology.

In the simplest terms NMR is a methodology for understanding various components of individual molecules by creating a nuclear "signature" that helps

uncover how molecules interact with one another. Once the structure of these biological molecules is understood, scientists can design drugs to manipulate them. "This is where the real potential for disease lies," Kay notes, "which is why pharmaceutical companies are so excited about what we're doing."

"Understanding disease and designing new drugs is a great spin-off of the methods my lab is developing," Kay says, "but my real focus right now is the basic physics behind it all. By expanding NMR to larger and larger systems, my ultimate goal is to develop a suite of technologies that can be used around the world by a variety of scientists who want to address fundamental biochemical and biological problems. I want everybody in the world to be using our methods."

Kay attributes part of his success to the resources available at U of T. When he was recruited in 1992, he and wife, Julie Forman-Kay, also a NMR specialist who now works at the Hospital for Sick Children, were considering offers from many universities south of the border. "They were top-notch schools," says Kay, "but

~ See KAY: Page 6 ~

## Staff Vote on New Contract

BY JANET WONG

THE UNIVERSITY'S 4,600 administrative staff and casual employees will begin voting today on the first-ever collective agreements reached between their union, the United Steelworkers of America, and U of T.

The ratification vote by the Steelworkers membership is set to take place today and tomorrow in various locations at the St. George, Mississauga and Scarborough campuses. Business Board is slated to vote on the agreements at its Jan. 24 meeting.

The tentative agreements — one that covers U of T's 2,400 full- and part-time administrative employees and the other for its 2,200 casual staff — were reached Dec. 20 after six months of negotiations. According to chief negotiators Fil Falbo of the Steelworkers and Professor Michael Finlayson, vice-president (administration and human resources), their teams are unanimous in recommending approval of the contracts.

Highlights of the agreements include:

- a new salary grid that will replace the merit system starting March 1, 2000. Under the new system, employees will go up one step on their salary grid each year on the date of their employment anniversary. There are 10 steps in a grid;
- across-the-board salary increases. Over the three-year life of the agreement, full- and part-time employees and casual staff will see at least a five per cent increase in their salaries: 1.5 per cent on July 1, 1999 (already implemented); 1 per cent Jan. 1, 2000; 0.5 per cent July 1, 2000; 0.5 per cent Jan. 1, 2001; and 1.5 per cent July 1, 2001;
- pay for all overtime hours.

According to Falbo, area co-ordinator for the Steelworkers, the

~ See STAFF: Page 5 ~

## New Studies Reveal Threats to Fetal Health

BY MEGAN EASTON

TWO RECENT STUDIES OFFER new insight into internal and external factors in the lives of pregnant women that may jeopardize the health of their unborn children.

In the first study, published in

the January issue of *The Federation of American Societies for Experimental Biology Journal*, Professor Peter Wells of the Faculty of Pharmacy, Christopher Nicol, a graduate student in the department of pharmacology, and co-authors from the Hospital for Sick

Children found that a hereditary enzyme deficiency increases the incidence of fetal death and birth defects in mice, a discovery that may have implications for the over 400 million people around the world who have the condition.

Meanwhile another group of

researchers at U of T, Mount Sinai Hospital and the Hospital for Sick Children discovered a different, externally introduced threat to unborn children — high blood pressure medication. Their study suggests that the treatment of pregnant women for mild to moderate

increases in blood pressure may do more harm than good since their children are born with a lower than average birth weight due to growth impairment while in the womb.

The Wells and Nicol study

~ See STUDIES: Page 4 ~



## IN BRIEF



### Three unions could strike in January

THREE UNIONS AT THE UNIVERSITY WITH MORE THAN 800 MEMBERS will be in possible strike positions this month. The Canadian Union of Public Employees, Local 3261, (caretakers, groundskeepers, food service staff and animal care technicians) with 560 members could be on strike at 12:01 a.m. Jan. 12 if mediation efforts fail on Jan. 10 and 11. It is seeking wage increases in excess of 13 per cent across two years, among other proposals. CUPE 1230 (library technicians, shelvers) with 200 full-time members could be in a strike position as early as Jan. 26 if mediation on Jan. 24 and 25 is unsuccessful. The union wants a 9.5 per cent wage increase over two years, enhanced job security and no contracting out of work. CUPE 3907 (graduate assistants at the Ontario Institute for Studies in Education of the University of Toronto) with 182 members is seeking tuition waivers, an eight per cent wage increase over two years and a guaranteed four-year appointment, among other demands. Its members could be in strike position as early as Jan. 20; mediation has been set for Jan. 17.

### Kidd appointed to sports dispute group

PROFESSOR BRUCE KIDD, DEAN OF THE FACULTY OF PHYSICAL Education and Health, was appointed co-chair of the federal government's new working group on alternate dispute resolution in amateur sport. Secretary of state for amateur sport Denis Coderre announced the initiative in a press conference at U of T on Jan. 5. In developing their plan for a national alternate dispute resolution system, Kidd, his co-chair Jean-Guy Ouellet of the University of Sherbrooke and 13 individuals from the sports community will consult with athletes and sport organizations across Canada.

### U of T publications win Accolade Awards

THE UNIVERSITY OF TORONTO MAGAZINE was awarded gold and silver in the Best Articles of the Year category in the Council for the Advancement & Support of Education's District II (mid-Atlantic) Accolade Awards program. The University of Toronto Libraries garnered gold in the category of Fundraising Publications for its brochure, Preserving the Past — Preparing for the Future. The Campaign Quarterly, published by campaign communications in the Division of Development & University Relations, was awarded the silver medal in the External and Internal Periodicals category and in the Special Purpose World Wide Web Sites category, the Blue-Book On-Line also won silver.

## AWARDS & HONOURS



### Development & University Relations

CHERYL SULLIVAN, A NEWS SERVICES OFFICER IN THE department of public affairs, received a Canadian Council for the Advancement of Education-Ontario Recognition Award for outstanding volunteer service. The award was presented at the Ontario division annual fall workshop at the Royal York Hotel Nov. 25. CCAE-Ontario provides programming and services that meet regional needs, educating advancement professionals to be the best in the field.

### Faculty of Medicine

PROFESSOR WILLIAM CORRIGALL OF PHYSIOLOGY has been elected president of the Society for Research on Nicotine & Tobacco for 2000. The society is a premier international scientific group whose 400 members include many of the world's leading authorities in nicotine and tobacco; the organization's mission is to stimulate the generation of new knowledge concerning nicotine in all its manifestations.

PROFESSOR DENIS DANEMAN OF PEDIATRICS AND Lawrence Leiter and Bernard Zinman of the department of medicine have been awarded the 1999 Frederick G. Banting Award in recognition of their contributions to the development of the evidence-based 1998 Clinical Practice Guidelines for Management of Diabetes in Canada. The award was presented at the annual meeting of the Canadian Diabetes Association, held in Ottawa.

PROFESSOR DONNA STEWART OF PSYCHIATRY received the Simon Bolivar Gold Medal at the World Psychiatric Association's congress in Hamburg, Germany, for her contributions and commitment to women's health. The association is an organization of psychiatric societies aimed at advancing psychiatric and mental health education, research, clinical care and public policy.

### Faculty of Music

PROFESSOR EMERITUS JOHN BECKWITH OF THE Faculty of Music received an honorary doctor of music

degree from the University of Victoria during convocation ceremonies Nov. 27 for his outstanding contribution to music in Canada. To mark the occasion members of the University of Victoria School of Music presented a concert including two of Beckwith's compositions — *Harp of David* and *Arctic Dances*.

### Faculty of Pharmacy

PROFESSOR WAYNE HINDMARSH, DEAN OF THE Faculty of Pharmacy, received the Doug. M. Lucas Award of the Canadian Society of Forensic Science at the society's annual meeting. The award is given in recognition of excellence in forensic science.

PROFESSOR SANDY PANG OF THE FACULTY OF Pharmacy was named a 1999 fellow of the American Association of Pharmaceutical Scientists at an association meeting in New Orleans. A member earns the title of fellow through contributions to scholarly research such as original articles, patents and presentations in the pharmaceutical sciences.

### University of Toronto at Scarborough

PROFESSOR NICK EYLES OF ENVIRONMENTAL SCIENCE at Scarborough and co-author Laura Clinton, a recent graduate, have received a 1999 Heritage Toronto Award of Merit for *Toronto Rocks: The Geological Legacy of the Toronto Region*. Six awards — three for building restoration and reuse and three for publications relating to Toronto history — were presented at the Winter Garden Theatre in October.

### Vice-President & Provost

PROVOST ADEL SEDRA, A PROFESSOR IN THE department of electrical and computer engineering, has been selected to receive a Golden Jubilee Medal from the Circuits & Systems Society of the Institute of Electrical & Electronic Engineers. In celebration of the society's 50th anniversary, the medal is being awarded to express the society's appreciation of the exceptional contributions the recipients have made in advancing the society's goals during its first 50 years.

## ON THE INTERNET

### FEATURED SITE

#### Prostate cancer, man-to-man



IN 1998 THE CANADIAN Cancer Society estimated that 18,000 new cases of prostate cancer were diagnosed and that 4,200 men would die of the disease in Canada. No one knows why prostate cancer develops but with the PSA

(prostate specific antigen) blood test as a screening tool, younger men are being diagnosed in the early stages of the disease. Early detection of prostate cancer allows a wider range of successful treatment options including curative surgery and radiotherapy. This site is an excellent online resource and explains in great detail (text and illustrations) the structure and function of the prostate; prostate cancer (diagnosis, staging, treatment, complementary nutritional therapy, clinical trials); and BPH (benign prostatic hyperplasia) and PSA testing. There is also a prostate cancer support group, Man to Man, that provides peer support and information for patients and families. This is definitely a Web site all men ought to know about.

<http://www.library.utoronto.ca/medicine/prostate/>

#### U OF T HOME PAGE

[www.utoronto.ca](http://www.utoronto.ca)

#### WAYS OF GIVING

[www.donations.utoronto.ca](http://www.donations.utoronto.ca)

#### RESEARCH UPDATES (NOTICES)

<http://www.library.utoronto.ca/rir/hmpage/>

#### PHD ORALS

[www.sgs.utoronto.ca/phd\\_orals.htm](http://www.sgs.utoronto.ca/phd_orals.htm)

#### U OF T JOB OPPORTUNITIES

[www.utoronto.ca/jobopps](http://www.utoronto.ca/jobopps)

If you want your site featured in this space, please contact Audrey Fong, news services officer, at: [audrey.fong@utoronto.ca](mailto:audrey.fong@utoronto.ca)



### SITES OF INTEREST

#### WOW!

THE STATUS OF WOMEN OFFICE IS COMMITTED TO ADDRESSING inequities experienced by women at U of T and to promoting policy development in areas of particular relevance to women. Women on the Wire (WOW) features events, feminist site links, articles and announcements. The article Feminism Not the Link Between Girls and Violence is particularly thought-provoking.

<http://www.library.utoronto.ca/wow/wowback.htm>

#### Understanding our neighbours

THE STAFF OF THE AMNI (ANTI-RACISM, MULTICULTURALISM & Native Issues) Centre is compiling cultural profiles for Citizenship and Immigration Canada's host program. These profiles provide volunteer hosts with a better understanding of the new Canadian immigrants with whom they will be matched. Each profile provides an overview of life and customs in a specific country and can certainly help us to understand and appreciate the diversity of this multicultural country.

<http://cwr.utoronto.ca/cultural/>



# Three-Year Degree May Be Eliminated

BY JILL RUTHERFORD

A PROPOSAL TO ELIMINATE U of T's 15-credit or three-year undergraduate degree may prove to be among the most contentious of those contained in the provost's discussion paper on university expansion.

While proponents argue that U of T must keep up with North American standards of excellence, detractors question the rationale behind the proposal and the impact such a decision may have on part-time students, women and others.

"As good as we are, I don't think we at the University of Toronto can withstand the pressure to conform to the North American model of the four-year undergraduate degree," said Professor Carl Amrhein, dean of the Faculty Arts and Science, at last month's meeting of Academic Board.

He noted later in an interview that "every university in Canada west of Windsor" offered only the 20-credit degree and that the proposed change was not so much "an infatuation" with the U.S. system of degree granting as "catching up with the rest of Canada."

According to the provost's report, the rationale for the 20-credit baccalaureate degree is based on the Ontario government's decision to eliminate Grade 13 and move towards a four-year curriculum. The three-year degrees offered by many Ontario universities were premised on students having had five years of high school.

By contrast, at both the board meeting and at a recent public meeting of the Faculty of Arts and Science, it was argued that the condensed high school curriculum is equivalent to the "old" Grade 13 or

the Ontario academic credit (OAC) material. The changes in provincial secondary education, therefore, should not impact Ontario universities and should not be used as the basis for dropping the 15-credit baccalaureate.

But as a professional educator, Amrhein said he could not "easily conceive" how what was taught in five years could be taught in four without a significant decrease in the depth and breadth of that education. It is in the interests of protecting the depth and breadth of the traditional liberal arts education at the post-secondary level that Amrhein said he wants a 20-credit baccalaureate.

The British model of the three-year degree, often held up in defence of the 15-credit baccalaureate, is not a good example, he said. The British system is "very very focused; it is debatable whether it is a good thing when there's no opportunity for an economist, for example, to take English lit."

Furthermore, Amrhein said, U of T graduates "are increasingly on the move" worldwide and employers expect degrees to be equivalent: "Our students need portability."

But at both meetings questions were raised regarding the proposal. Among those objecting was Chris Turner, a U of T graduate and former part-time student, who took exception to what he viewed as an attack on the credibility of his and others' degrees. He also argued that the elimination of the three-year BA would result in an additional financial burden many were unwilling or unable to carry. (See Commentary, page 11.)

"It has been imputed by a couple

~ See THREE: Page 5 ~



Student Peter MacLeod transforms front campus

DAVID BARKER MALTBY

## Rink Revives Tradition

BY SUE TOYE

MAGIC. THAT'S THE WORD Peter MacLeod uses to describe his urban art project that will change the face of front campus for the next month and a half.

With financial support from the Students' Administrative Council and the U of T Alumni Association MacLeod, an enthusiastic third-year undergraduate student, will transform King's College Circle into a gigantic, doughnut-shaped skating rink for faculty, staff, students and alumni to enjoy. Weather permitting, the fun will begin tonight.

"We're reviving a tradition," said MacLeod. "This is a project that will use King's College Circle in a creative way to encourage the interaction and camaraderie of the U of T community."

Thirty-four rectangular sacs will be filled with water and laid side-by-side in a circular formation in the heart of the St. George campus

to create a 15,000 square foot outdoor ice skating rink. That's a high-tech approach to what was once a fairly simple operation.

Back in the early 1900s Varsity Stadium was flooded to form an outdoor rink where skating festivals took place including skating races and barrel jumping. In more recent times the university's back campus served as a skating venue for staff, faculty and students.

Judging from the reaction to the construction of the rink by curious students walking past the fluttering bags of water, their feelings are the same as MacLeod's. "I think it's a pretty cool idea," remarked Yang Liu, a second-year science student. For Liu, the rink brings back fond memories of an ice rink he used to skate around during grade school.

Judy Matthews, planning and development officer for campus revitalization and a strong supporter of the rink project, sees the skating rink as a way of enriching

community spirit. "This is a wonderful celebration of the U of T community gathering at the heart of the campus. It will help make the university what it should be — a great public space."

President Robert Prichard, Justice Joseph James, president of the UTAA, and Matt Lenner, president of SAC, are expected to officially open the rink at 6:30 p.m. tonight. Skate-changing facilities will be provided and hot chocolate and apple cider will also be served. However, in the case of warmer-than-expected weather, the rink will open Jan. 17.

The rink, open until Feb. 14, will be maintained entirely by the efforts of student volunteers with the support of the university's grounds crew. To volunteer, please contact Peter MacLeod at 963-8269 or [therink@sa.utoronto.ca](mailto:therink@sa.utoronto.ca). For more information on the creation of the rink, visit: <http://therink.sa.utoronto.ca>.

## Medical Journal Criticized for Sexist Covers

BY STEVEN DE SOUSA

A PHD CANDIDATE HAS CHALLENGED a prestigious medical journal to stop perpetuating sexual stereotypes by reconsidering the artwork it features on its weekly covers.

While most medical journals display only text on their covers, the *Journal of the American Medical Association* (JAMA) has distinguished itself by featuring various works of art since the 1960s. A one-year review of all 50 issues published between March 1997 and March 1998 found that much of the journal's cover art depicted humans in stereotyped images — women were predominantly positioned as objects of desire and men as powerful authoritarian subjects.

"Given JAMA's prestige and credibility, there is an implication that the art selection has undergone a critical review consistent with the extensive process of peer review of research being presented between the covers," said Jocelyn Clark, a

PhD candidate in medicine and a research associate at the Centre for Research in Women's Health, a partnership of U of T and Sunnybrook and Women's College Health Sciences Centre. "These stereotypes detract from the stated social responsibility of medical journals."

Of the 50 covers examined, 34 depicted human images — 15 were female, 13 male and six presented subjects of mixed or unknown sex. Of the 34 covers depicting humans, 25 presented stereotyped sex images. Five covers portrayed women in traditional domestic roles and eight presented women with soft or white imagery as virginal, angelic or sexualized figures. In 13 covers, women were depicted as submissive with their eyes averted or gazing down.

Men were almost exclusively depicted in authoritative roles as scholarly, religious or military figures, with their eyes directly facing the reader. Of the 15 covers depicting women, six showed nudity and

12 included babies. By contrast, only one male image included a child — in the presence of a doctor, not the child's father — and none contained nudity. "Babes and boobs" were featured in 12 of the 50 covers.

"I think we all know that fine art, like other cultural products, has portrayed the roles of men and women in a historical context," Clark said. "But what I find problematic is that the current selection process is reinvesting in outdated messages. The editors are limiting themselves by not choosing from a broader range of work including abstract, modern and contemporary art or work by women painters."

Clark's research program in violence and women's health is funded through Health Canada's national health research and development program. This article, published in the Dec. 17 edition of the *British Medical Journal*, was originally submitted to JAMA as a letter to the editor but was not accepted. The journal has declined media requests for interviews relating to this article.



Baby at mother's breast on cover of October 1997 edition of JAMA.



# Hart House Happenings

7 Hart House Circle • www.utoronto.ca/harthouse

## SPECIAL EVENTS Call 978-2452

**Welcome Back! Wide Open House II & U of T Clubs Day** - Wed. Jan. 12 from 11:30am-2pm in the Great Hall. Loonie Lunch, clubs, committees, activities and much more!

**Sunday Concert** features the Nothaniel Dett Chorale with conductor, Brainard Bryden-Taylor, Jan. 16 at 3pm in the Great Hall.

**Winter Carnival at Hart House Farm** - Sat. Jan. 22. Advance tickets by Thurs. Jan. 20 - \$20 with bus; \$17 without. After Jan. 20, \$25 with bus and \$22 without. Tickets available at the Hall Porters' Desk beginning Mon. Jan. 3. Families and children welcome. Children's rates available. Call 978-2447 for more information.

## ART Call 978-8398

**The Justina M. Barnicke Gallery** - East Gallery: "Notable Selections", leading figures from the U of T choose personally memorable works from the Hart House Permanent Collection. West Gallery: "A Strange Elation", photographer, Steven Evans. Runs to Feb. 3. Meet the artist on Thurs. Jan. 20 at 5pm in the Gallery.

**Arbar Room** - "Microwave" by Takashi Okamoto, winner of the 1999 Art Competition, Jan. 3-29.

## LIBRARY Call 978-5362

**Hart House 18th Annual Literary Contest** - Open to U of T students and senior members of Hart House. Contest rules and entry forms are available at the Hall Porters' Desk. Entry deadline is midnight, Mon. Jan. 17, 2000. Call 978-5362 for information.

**The Hart House Review** is accepting submissions of original poetry, prose, short fiction, artwork and photography. The general theme for this year is: SPACE. Open to U of T students and Hart House senior members. Entry deadline is midnight, Mon. Jan. 17, 2000. Call 978-5362 for more information or contact Janice Lam at janice.lam@utoronto.ca

## CLUBS & COMMITTEES - Call 978-2452

**Bridge** - Drop in to the Reading Room on Tuesdays from 6:30pm to 11pm for Duplicate Bridge and/or Thursdays from 6:30pm to 11pm for instruction and Novice play. Rubber Bridge is played on Thursday nights at 6:30pm.

**Interfaith Dialogue** - All welcome at our open meeting Mon. Jan. 10 at 5pm. Investment - Guest speaker Wed. Jan. 12 at 6pm in the East Common Room. Call 978-8400 for more information.

**Singers** - If you like to sing and want to join the Hart House Singers, you can sign up at any of the following Monday rehearsals: Jan. 10, 17 and 24 at 6:30pm in the Great Hall.

## ATHLETICS - CALL 978-2447

**Register for Winter-Spring Athletics Classes** at the Membership Services Office.

**Register for the Feb. 5th Annual Indoor Triathlon** at the Membership Services Office.

**HART HOUSE**

UNIVERSITY OF TORONTO

## THE INTERPRETATION OF ART THE ART OF INTERPRETATION

THE DEPT. OF FINE ART

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Pantomime Horses and Method Actors  
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**FEB. 9:** Lisa Golombek  
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Sources for the "Italian Garden"

**MARCH 8:** Evonne Levy  
Making a Case for "Propaganda" in  
Art History: Jesuit Baroque Architecture

All lectures Wednesdays 4:30  
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Reception to follow, UC 240

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# Koren Hearing Adjourns

BY JANE STIRLING

A JOINT U OF T-HOSPITAL FOR Sick Children disciplinary hearing into the conduct of Dr. Gideon Koren was adjourned Jan. 4 to give Koren and his lawyer more time to examine new allegations.

At the hearing, senior officials of both institutions received a binder of submissions containing new charges of misconduct against Koren, made by Dr. Nancy Olivieri and some of her colleagues at the

Hospital for Sick Children. Officials also received strong statements of support for Koren, all of which must be studied during the adjournment.

David Cook, U of T's vice-provost, said the hearing will reconvene later in January. A decision, which could extend to Koren's dismissal, is unlikely before the end of the month, he noted.

Olivieri, a professor in the department of pediatrics, was involved in a research dispute with drug firm Apotex last year concern-

ing the publication of negative findings of the drug deferipone.

In December, Koren confessed to writing anonymous, harassing letters to certain people at the hospital including Olivieri. He has been suspended from all duties at the hospital and university, pending the outcome of the hearing.

Koren, the hospital's director of pharmacology, resigned as deputy-director of the division of clinical pharmacology at U of T Dec. 24 but retains his U of T faculty appointment.

# Studies Reveal Fetal Health Risks

~ Continued from Page 1 ~

found the first evidence that the enzyme, glucose-6-phosphate dehydrogenase (G6PD), is critical to the healthy development of embryos. Without G6PD, embryonic cells are susceptible to damage caused by reactive oxygen species — or free radicals — that occur as a result of normal development or the introduction of certain drugs and environmental chemicals during pregnancy.

The researchers compared the pregnancies of mutant mice with various degrees of G6PD deficiency with normal mice and found higher rates of prenatal and post-natal death in the deficient group. Another group of mutant mice was treated with a drug known to create oxidative stress called phenytoin, the most common anti-epileptic drug in North America. Phenytoin's oxidant effect is comparable to that of many other drugs and chemicals in the environment.

"Even without any treatment at all, mouse embryos that were deficient in the enzyme were more likely to suffer just from the oxidative stress that happens naturally during development," Wells said. "Then when we exposed them to a drug that produces reactive oxygen species, the embryonic death rates and incidence of birth defects in the surviving fetuses went through the roof, although the mothers remained healthy. The next question is, will we find the same results in humans?"

Until now, Wells said, the only

health risk associated with the deficiency was the premature destruction of red blood cells in adults exposed to oxidant drugs like anti-malarial agents. There have been no investigations of the impact of the hereditary condition on developing embryos.

"Presumably these new findings will now stimulate people to start looking carefully at mothers with the hereditary enzyme deficiency to see whether, for example, it takes longer for them to get pregnant — because they may be unknowingly conceiving and then losing their babies very early on — or they have more miscarriages or have more children with birth defects," he said.

Screening for G6PD deficiency is a simple process, Wells said, and if studies show it causes similar problems in human pregnancy then potential antioxidant therapies could be evaluated for their safety in pregnant women.

Dr. Laura Magee of U of T's department of medicine, Mount Sinai Hospital and the Hospital for Sick Children is the senior author of another study published in the Jan. 8 edition of the *Lancet*. That

study revealed that the drop in blood pressure associated with blood-pressure medication given pregnant women explained 48 per cent of the decrease in fetal growth and was of a similar magnitude to the growth impairment caused by smoking.

"This study should caution physicians against normalizing only mild to moderately elevated blood pressure during pregnancy," Magee said. She noted that most pregnant women experience a fall in their blood pressure during the first half of pregnancy and may not need medication that was required before pregnancy. High blood pressure, or hypertension, complicates five to 10 per cent of pregnancies and is associated with increased death rates and health problems for both mothers and babies.

Magee said the study's results are based on 45 studies using a pooling process called meta-analysis, which can sometimes be misleading. It will be important to do a properly conducted study and she intends to mount an international controlled trial to observe how different levels of blood pressure affect the growth of the unborn child.

## The Hair Place at Hart House

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7 Hart House Circle

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# U of T Medical Research Excellence Honoured — Again

FOR THE FOURTH CONSECUTIVE year, a University of Toronto researcher has won the Michael Smith Award of Excellence from the Medical Research Council of Canada.

Professor Michael Tyers of the department of medical genetics and microbiology and the Samuel Lunenfeld Research Institute of Mount Sinai Hospital received the honour for his internationally recognized work in molecular biology.

Tyers is a leading researcher in the area of cell cycles. By studying the basic mechanisms governing how cells divide, he has advanced understanding of the uncontrolled cell division that occurs in cancer cells. One of



Professor Michael Tyers

his current projects is investigating the role of certain proteins in cell cycle progression in yeast and human cells.

"Dr. Tyers is truly a leader in the cell cycle field," said MRC

president Dr. Henry Friesen in announcing the 1999 award winner Dec. 23. "His research exemplifies how outstanding science can lead to new insights into disease processes such as cancer."

The MRC award, named after Nobel Prize winner Dr. Michael Smith of the University of British Columbia's Genome Sequence Centre, is presented to outstanding Canadian researchers who have demonstrated innovation, creativity and dedication in the health sciences. The winners must have no more than 12 years experience as independent researchers to receive the award, which includes a medal and a \$50,000 research grant.

## Staff to Vote on Contract

~ Continued from Page 1 ~

negotiating team is particularly pleased with the section that provides hundreds of casual staff with full benefits and pay. Further, the union states that the new agreements offer enhanced job security as well as recognizing seniority in promotions and layoffs.

"[These agreements] establish a new relationship between the university and its administrative support staff. People wanted a voice and they got it. No one imposed these terms," Falbo said.

Finlayson called this round of negotiations "a model exercise in collective bargaining. The result is

agreements that are responsive to the needs of the union and the university and recognizes the highly decentralized nature of this institution."

PLEASE SEE NOTICE ON PAGE 11 FOR CHANGES TO RATIFICATION MEETINGS LOCATIONS.

## Three-Year Degree Debated

~ Continued from Page 3 ~

of people that this is a vote of no confidence in previous [three-year] degree holders," Amrhein told arts and science faculty members. "I deeply regret any confusion; this is not the case.... [Furthermore] this is not a trick to extract greater tuition from students nor is it a first step towards taking in a whole

bunch of new students."

Jane Lawless, liaison officer with the Association of Part-time Undergraduate Students, argued that the option of a three-year degree "can mean the difference between completing a degree and dropping out" for many students. "Women, older students and parents are all more likely to opt for a

three-year degree." Juggling family, work and school "is already an exhausting experience" for many she added.

Amrhein said he was open to the idea of a 10- or 15-credit alternate or "associate" degree for those wanting a university education but who did not wish to undertake the full 20-credit baccalaureate.



### GOVERNING COUNCIL BY-ELECTION 1999

Teaching Staff — Arts and Science  
St. George Campus — Sciences

#### Nominations open

September 27th, 9 a.m.

#### Nominations close

October 8th, noon

#### Position

1 seat for Arts and Science  
St. George Campus - Sciences

The incumbent, Professor Steve Halperin, has resigned.

#### Term

Beginning immediately and continuing until June 30th, 2001.

Governing Council is composed of 50 members including the President, the Chancellor, 16 government appointees, 12 teaching staff, 8 alumni, 8 students, 2 administrative staff and 2 presidential appointees. Council and its Boards are responsible for approval of such items as:

- academic and incidental fees
- establishment of new academic programs
- major admissions and awards policy
- the University's budget
- campus planning and capital projects
- personnel policies
- campus and student services

Information and nomination forms are available from

Susan Girard  
Chief Returning Officer  
Room 106 Simcoe Hall  
978-6576

The membership of the Governing Council should reflect the diversity of the University. Nominations are, therefore, encouraged from a wide variety of individuals.

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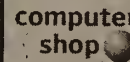
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(21 King's College Circle)
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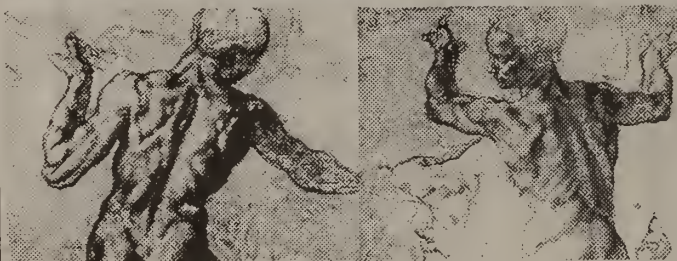


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## U of T Scorecard Rates Hospitals

BY STEVEN DE SOUSA

**H**OSPITAL PATIENTS IN ONTARIO are mostly satisfied with the care they receive but they are being released sooner and readmitted at an increasing rate, according to a report released by the Ontario Hospital Association Dec. 16.

Prepared by U of T researchers, Hospital Report '99: A Balanced Scorecard for Ontario Acute Care Hospitals includes results of one of the largest patient satisfaction surveys in North America, representing the views of more than 26,000 individuals who received in-patient acute care services in Ontario in the spring of last year.

"This is a significant milestone for the hospitals and patients in Ontario," said David MacKinnon,

president and chief executive officer of the OHA. "On balance, Ontario hospitals are doing quite well, delivering cost-effective, high-quality patient care in a consistent way across the province, but there is room for improvement."

The report provides a snapshot of Ontario hospitals in four key areas that reflect a balanced scorecard: financial performance, patient satisfaction, clinical utilization and outcomes (how hospitals deal with some of the most common conditions requiring hospital care) and system integration and change.

Hospitals will be able to use this research to share best practices with others as well as flag areas for further review. According to lead investigator Ross Baker, an associ-

ate professor of health administration, this research establishes a benchmark for future improvements and represents a major advance in accountability that will lead to improved care.

"Our first priority was to ensure that the research would be helpful to hospitals and that it would stimulate their efforts at quality improvement," Baker said, adding that the goal of the project was to design a report that would be useful to people working in hospitals, not for patients looking for care.

The research team worked closely with more than 200 experts as part of an extensive consultation process.

The complete report is available at <http://www.oha.com>.

## KAY WINS AWARD

~ Continued From Page 1 ~

none could compare with the combination of state-of-the-art infrastructure, a phenomenal group of researchers and the exceptional support of the administration that U of T was offering."

In fact Kay claims that the research facilities — housed in the Medical Sciences Building — are among the best in the world for NMR research; this kind of quality, he says, is rare in Canadian

universities.

Kay considers himself lucky, not only to have won the coveted award but to be in a position to pursue the kind of science he loves while making an impact in the field.

"What I didn't envision," Kay says, "was that this technique would continue to reinvent itself in so many different ways as to provide me with an opportunity to make a few contributions and, at the same time, keep myself stimulated for years."

## TAs Out

~ Continued from Page 1 ~

decision but we will work hard to maintain the integrity of our academic programs and minimize the disruption of our undergraduate students' programs."

The university, he added, does not want to create two classes of graduate students by offering tuition waivers — those who pay one level of tuition because they are TAs and others who pay more because they don't have a TA appointment. Out of about 10,000 graduate students, only about 25 per cent are TAs. "The university is committed to providing financial support to all doctoral-stream graduate students, not just those who have teaching assistantships," he said. The university recently established a task force on graduate student financial support.

Cook said the university will remain open during the strike and employees will be expected to report to work. The provost has declared a disruption to the academic program, effective Jan. 10, and contingency plans are being formulated to take into account the absence of TAs in classes, labs and tutorials. A limited number of courses will be cancelled but most will be held as scheduled.

Cook explained that once the union began the strike, the university declared a lock out. "We want to treat all students fairly and equally. It's not fair to have some tutorials meeting and others not. Once the strike ends, the return to work will be the same for everyone. It is the union's decision when that happens."

At a Jan. 6 union membership meeting 95 per cent supported the Jan. 7 strike date, Swayze said. "Our membership was highly critical of even discussing the university's final offer. Most felt we should have been out on strike at the end of December." He said pickets should be expected at the entrances to U of T at Scarborough, U of T at Mississauga and to a number of buildings on the St. George campus on Jan. 10.

For immediate updates on the TA strike, visit: [www.utoronto.ca](http://www.utoronto.ca)

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## PROFILE

# SPEAKING OUT

*New sexual diversity co-ordinator challenges oppressive silence, negativity, among faculty and residences*

By MICHAH RYNOR

THERE ARE DAYS WHEN IT'S DIFFICULT, IF NOT IMPOSSIBLE, for Jude Tate to leave her job at the end of the day. "It's not like I'm running a machine in a factory," she says of her position as U of T's first-ever co-ordinator of lesbian, gay, bisexual, transgendered, queer (LGBTQ) resources and programs. Because her sexual orientation is involved in both her personal and professional life, "I am not detached from the issues that surround me," she says.

"Reading anti-gay graffiti scrawled on a wall or having someone shout a derogatory remark on the street where I live impacts on me the same way it would the students and staff I work with," says Tate, an out lesbian since her teen years.

Although numerous staff members and students have taken up the anti-homophobia gauntlet through the years, it was just last year that the administration hired Tate to address the growing number of issues affecting the lesbian, gay and related communities on campus.

On the job since July, she's been busy designing and mobilizing programs and events, conducting workshops for university employees and listening to anxious students who have either been victimized at the university or who are coming to terms with their sexual identities.

Tate herself started coming out at 15. In 1979, as a physical education student at the University of Alberta, she witnessed anti-gay sentiment from both classmates and faculty. "I knew this wasn't going to be a place that would allow me to be myself," she remembers. Upon her graduation in 1985 she returned to her home town of Toronto where she received her master's in social work from U of T last year.

But Tate finds the environment for sexual minorities here mixed as well. "There are some very supportive and positive pockets around but these are few and far between," she says. "Many faculties and residences still refuse to address sexual orientation issues and it's this silence and negativity that makes U of T risky for both students and staff."

Although initially surprised by the blatant anti-LGBTQ sentiment that exists in certain areas of the university community — such as anti-gay posters and graffiti — Tate finds this in-your-face bigotry easier to address than the "silent, underground discrimination that is just as powerful and damaging," she says.



Gay/lesbian activism at the university took a defining turn in 1998, Tate believes, with the failure of the Students' Administrative Council referendum on funding for an LGBTQ centre. By contrast, previous funding proposals for the Women's Centre and the Ontario Public Interest Research Group had been approved. Another incident that continues to reverberate throughout North American campuses was the horrific murder of Matthew Shepard, a University of Wyoming student who was beaten to death last year because of his sexual orientation.

These and other incidents at the university (anti-gay letters sent to campus newspapers, opposition to the positive space campaign, etc.) caused people to question whether gays really were making progress at U of T, Tate says.

Although the LGBTQ resources and programs office is up and running, this doesn't guarantee any quick fixes, Tate says of her three-day-a-week position. "My primary goals will be to work with students, conduct professional development for staff and administrators and raise the visibility of the office and the problems that make its existence necessary."

Fortunately for Tate, U of T already boasts a large LGBTQ population that she can readily tap into. "After all, it's not like I'm the only member of the lesbian and gay community on campus," she laughs. "There are a lot of like-minded people here such as Professors David Rayside and Maureen Fitzgerald who have already done a lot of volunteer work on their own."

Tate admits her new job requires a particular sensitivity, especially when she is confronted by those who find it hard to accept diverse sexual orientations. "Sometimes during the training sessions I'll touch a nerve with someone who can't hear what I'm saying. But upsetting people isn't always such a bad thing when taking a position against discrimination and oppression — which is what we're talking about here."

Her position at the university — currently part-time (despite an already expanded workload due to student demand and a myriad of upcoming events) — allows her to volunteer on the board of the Family Services Association of Toronto. This agency offers counselling to individuals, couples and families. Through her own initiative, services for lesbians, gays and people living with HIV and AIDS have been introduced.

When Tate finally does close up her office at the end of the day, she heads home to the house she shares with Patty, her partner, an adviser on children's services policies for the provincial government.

It's here that she creates her own positive environment, "painting, jogging, working out and gardening."

"Life," she says of her first year on the job, "has been very interesting."

JEWEL RANDOLPH

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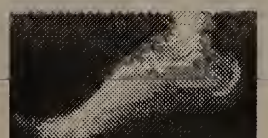


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Deadline for nominations:  
Monday, February 7, 2000



Student Leadership Awards

# A & S, SCS May Merge

BY SUZANNE SOTO

**U**OF T'S SCHOOL OF Continuing Studies could soon be a part of the university's largest academic unit — the Faculty of Arts and Science.

The school's courses would continue to be not-for-credit but the amalgamation would offer both units many advantages, said Provost Adel Sedra.

"I think it could be a win-win situation," he said. "However, we're not rushing into any mergers yet as we first wanted to have a very good understanding of the school's finances and then slowly explore with arts and science the possibility of coming closer with eventually a full integration taking place."

The idea came from Mary Barrie, director of continuing studies. Earlier this year while conducting research to prepare a long-range plan for the school, she realized continuing studies was once part of arts and science. As well, many research-intensive universities in both North America

and Europe have very successful continuing studies units associated with their arts and science departments. Unlike other professional faculties at UofT, such as management and dentistry, arts and science currently does not have a continuing education arm.

"A lightbulb went off," Barrie said. She then approached the provost and Professor Carl Amrhein, dean of arts and science, with the proposal. The three have been in discussions ever since but Barrie said full integration may be a year away.

The affiliation would allow SCS to attract both arts and science faculty members and graduate students to teach at the school. SCS would also have a larger pool of possible students for its offerings. A survey conducted last spring by the school revealed that arts and science students would be very interested in taking non-credit information technology courses such as Web page development and management through the school. Barrie hopes to begin offering these courses as early as next spring.

For his part, Amrhein said the amalgamation would enable his faculty to recruit international students graduating from the school's popular intensive English as a second language program (IESL).

"Many of these students go on to graduate programs in Canada and the U.S. and I see a really important opportunity to use IESL to identify and recruit both graduate and undergraduate students."

Arts and science could also use the school's resources to develop closer ties with its alumni, many of whom take continuing studies courses.

Amrhein, however, noted that arts and science is still looking at the merger's financial implications. Although not a motivating factor behind the talks, SCS currently has an accumulated deficit of approximately \$2 million, acquired over the past two years and due mainly to a drop in the number of Asian students taking courses at the school.

Both Sedra and Barrie said the school is now on the road to recovery.

## Charges Laid

**A** FORMER PROJECT MANAGER IN AU of T's project management, design and construction division has been charged with one count of fraud over \$5,000.

The individual was arrested by Metro Police's 52 Division fraud squad Jan. 4 and charged with defrauding the university through a false invoicing scheme. He set up dummy companies that were awarded phony contracts.

In some cases the university was billed for finishing work that was never done and, in others, the "companies" hired other people to do the work — sometimes at inflated prices.

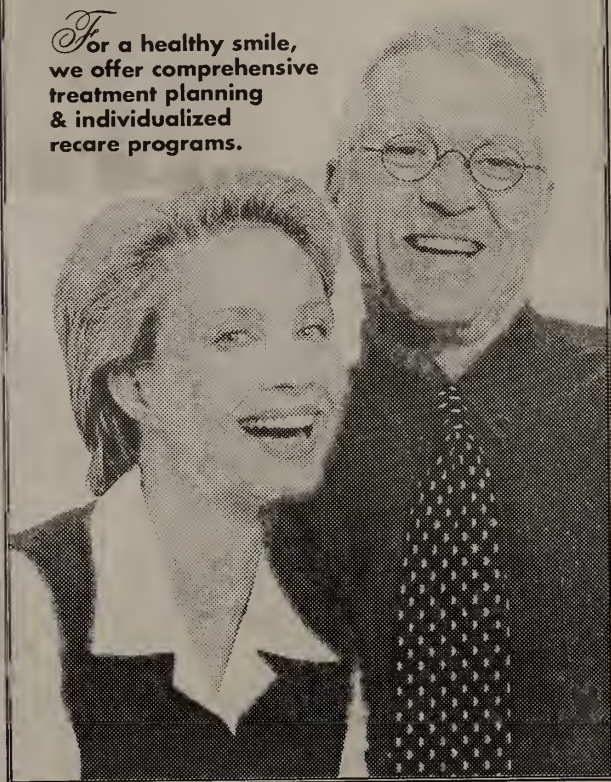
Mark Britt, director of internal audit, said the situation goes back to the early 1990s. The university is re-examining its bidding process to see if more safeguards are needed. A civil suit will be launched in February to recover the money lost. The exact amount is still being determined.

The long-time employee, who confessed to his supervisor when questioned about the invoices, was dismissed Dec. 9.

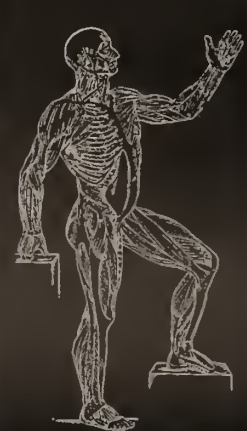
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# **EQUITY ISSUES ADVISORY GROUP**

## **ANNUAL REPORT**

**JULY 1998 – JUNE 1999**





## EQUITY ISSUES ADVISORY GROUP

REPORT OF THE CONVENOR,  
JULY 1998 TO JUNE 1999

### PREAMBLE

The Equity Issues Advisory Group (EIAG) consists of offices which deal with Community Safety, Disability Services for Students, Family Care, Race Relations and Anti Racism Initiatives, Sexual Harassment Education, Counselling and Complaint and the Status of Women. During the past year we expanded our membership to include the Coordinator of the AccessAbility Resource Centre at the University of Toronto at Mississauga (UTM) and the Acting Coordinator of the AccessAbility Services at the University of Toronto at Scarborough so as to be kept informed of developments in this important area on these two campuses. Similarly, we will invite the Diversity officer at UTM and the Coordinator of LGBTQ Resources and Programs to join our ranks once the appointments are made to these new positions.

Each of the offices in the EIAG has its own mandate, reporting responsibilities, structures and priorities, and while our constituencies might differ we share a common purpose to ensure equity and equality of access and opportunity for every member of the University.

In the pursuit of these goals we are often supported by individuals who are dedicated to the same ends and we recognize and encourage their contributions. We must maintain and further develop these links within and outside the university community if we are to successfully pursue the goals we have set ourselves.

Each office prepares an annual report covering its own activities. The EIAG report is intended to highlight joint activities in which member offices were engaged during the period of the report.

### EIAG ACTIVITIES

#### CONSULTATION AND POLICY DEVELOPMENT

The EIAG has continued actively to pursue consultations with individuals whose portfolios bring them into frequent contact with the constituencies served by our member offices.

In October 1998, we met with the newly-appointed Student Recruitment Director to discuss the equity perspectives which our individual offices represent and offer our support.

In November we invited the Vice-Provost of Students to discuss with us the allocation of approximately \$44 million in new student financial aid. We also discussed the issue of homelessness, especially as it affects students, and the need to provide immediate assistance to them, especially if they are suddenly forced to leave their accommodation; and we raised the issue of the need for improvements to supports for students experiencing mental health difficulties. We agreed that front line staff and other members of the University community

need information and training on issues related to mental health. On the issue of student activity space we underlined the need for student input in any development plans being discussed by the University, and the importance of providing for day care facilities in such planning.

Also in November, we met with the Deputy Provost to discuss the consultation draft of *Raising our Sights: The next cycle of White Paper Planning*. We noted that we considered that this document should reflect as comprehensively as possible the essence of the University's planning priorities for the crucial first five years of the next century. We discussed the equity issues we felt needed emphasis. We underlined the need for the University to make a concerted effort to increase the candidate pools of aboriginal persons, persons with disabilities, visible minorities and women, as it addresses the challenge of faculty renewal on a scale unprecedented in recent history. We noted also that wherever possible and relevant, the spectrum of courses offered should match the spectrum of student backgrounds and interests.

At her request, we met with the Vice-President, Research and International Relations in January of this year to discuss a number of issues, including the status of post-doctoral fellows at the University and the problems which some of them face as a result of being neither employees nor students.

In April we were invited to meet with the search committee for the new President of the University. Prior to that meeting we submitted our written views on the qualities and strengths we felt the new President should possess.

In May we were invited to meet with the Administrative Staff Governors. This forum provided an opportunity for a very useful exchange of views.

#### EDUCATION AND TRAINING

Members of the EIAG regularly collaborate on a wide variety of projects and initiatives, bringing the distinct perspectives of their individual offices to many joint undertakings. We are regularly asked to work together to develop and present training, to offer input into policy discussions, and to assist in casework.

In the past year several member offices have participated in a series of discussions and in nascent training strategies to address concerns relating to people dealing with mental health issues on campus. We have worked with Labour Relations, with the University of Toronto Police Services, and with the Office of Student Affairs, to identify training needs and training sources; we have worked with student services staff to address the question of service provision to students experiencing mental health difficulties; and we are working together in partnership with the Canadian Mental Health Association to develop new support models.

Several EIAG offices have also worked with CUPE Locals on campus, and with the regional and national offices of CUPE, to develop and deliver training on workplace harassment and personal safety to all staff in the service workers' locals. This followed extensive negotiations between CUPE and the Department of Labour Relations, with respect both to

individual complaints and to the broader concerns highlighted in those complaints.

We have continued, both as a group and as individual offices, to attach high priority to addressing the issues of homophobia and positive space on campus. With the Positive Space Campaign and with assistance from the Vice-Provost, Students, we have developed a series of workshop models on "creating positive space", which will form part of training for residence dons, student services staff, registrarial staff, and student leaders, among others. We have also taken part in discussions with the Athletics Centre and with several residence Deans, and have provided training in response to requests, on issues ranging from family law and employment rights to homophobic violence and vandalism.

We have worked collaboratively with others within the University to provide workshops for women faculty and librarians, and for women graduate students to support their professional development. Members of the EIAG contribute to a number of courses run through the office of Staff Training and Development, such as the Leadership Advancement Program and Advancing Into Management. We also take part in the cyclical training projects with dons, orientation leaders, summer camp staff and new TAs. And, as always, we work closely together in managing case files: in terms of referral, consultation, co-management, and follow-up training. Through the Provost's office members of the EIAG contribute to the training of new academic administrators; we believe that our involvement in this training is of critical importance.

#### IMPORTANT ISSUES FOR THE NEXT YEAR

The successful attempt by the United Steel Workers of America (USWA) for union certification has given rise to a number of questions, some of which were anticipated in the last EIAG convenor's report. One major question involves the extent to which existing policies governing the operation of some of the EIAG member offices should be incorporated into collective agreements made with USWA, and under what circumstances they would apply.

USWA certification has raised questions about the representation of administrative staff in the managerial/confidential category. Staff in this category are understandably concerned about the manner in which the terms and conditions of their employment will be determined. The University has given assurances that the policies which currently govern these matters will continue in effect. The University has also recognized the significant contribution which members of this group make to the mission of the institution. We note the University's commitment to employ a consultative approach in matters involving the development of appropriate new policies which will affect this group of employees. Our interest in this matter is both personal and professional, and we expect to be consulted as negotiations with USWA continue and as the future relationship between the managerial/confidential group and the University is delineated.

The University has also undertaken to employ a consultative approach as it

develops an employee assistance plan (EAP). Equity considerations must play a major role in both development and implementation of the EAP.

Another major issue facing the University with implications for EIAG derives from the next phase of the White Paper process begun in 1994. The period 2000-2004, which this phase covers, will be one of major restructuring for most universities in Ontario, and especially for the University of Toronto. A Report of the Council of Ontario Universities published in March 1999 and entitled *Ontario's Students Ontario's Future* notes that "Several factors will increase demand for university education in the near future - an increase in the population of 18 to 24 year olds, rising participation rates, changing workforce requirements and the impact of reforms within the Ontario Secondary School Systems." These factors are discussed in the most recent white paper, which proposes a number of initiatives, some of which have far reaching impact. The need to appoint 80-100 new faculty each year in the next four to five years offers an unprecedented opportunity to attract qualified applicants from groups that are under-represented, to the pool from which hiring decisions will be made. We recognize that other universities will also be undertaking a renewal of their academic complement and that the market will be extremely competitive. This is all the more reason why we must be prepared to cast as wide a net as possible in the attempt to attract the best people.

Transition support for new faculty in the form of housing, spousal employment, day care and other means to integrate them into the community should be a leading feature of our recruitment effort.

We anticipate that the University will also be challenged to ensure that increased student enrolment does not jeopardize accessibility and equity. It must be prepared to make full use of all of its resources, including those in the EIAG, as it faces up to this and other challenges.

#### PRIORITIES / ACTIVITIES FOR 1999-2000

The EIAG will continue to assist the University in advancing and strengthening its commitment to equity. Each member office will do so in line with its own priorities but the issues which this report has identified will require an even greater level of consultation and cooperation between offices if we are to be effective.

Our main priorities for the next year are to:

- continue to be available to all constituencies at the University for consultation on equity related issues;
- continue to develop and present training and education packages;
- advise the University on strategies to recruit and retain excellent students, faculty and staff drawn from a broad range of sources;
- keep the equity focus to the forefront as the University deals with the implications of some of the challenges mentioned in this report;
- contribute to the development of innovative approaches to student orientation;



ACCESSABILITY  
RESOURCE CENTRE

UNIVERSITY OF TORONTO AT  
MISSISSAUGA

ANNUAL REPORT  
1998-99

Prepared by: Elizabeth Martin, Coordi-  
nator - AccessAbility Resource Centre

Accessibility Fund for Students with  
Disabilities Activity Report

Office for Students with Disabilities

- Continues to function with 1.8 staff with casual assistance throughout the winter session (mid-September to mid-April)
- Provides alternative test and examination arrangements, notetaking services, transcription services, access to assistive technology, individual counselling, referrals to services/ professionals on campus and in the community, on-site Learning Disability assessments, resources and information to UTM community and consults on access issues on campus

Equipment and Technology

- Using funds given by the Quality Service to Students Committee (QSS), we purchased a new computer and the JAWS software for students who are blind.

Professional Development

- An inservice was given to the UTM Library staff regarding the various disabilities and assistance students may require when using the library

- The Coordinator presented information about assistive technology and the Centre to the Exceptionality in Human Learning Program, Psychology Department, at UTM

- The Coordinator attended CACUSS in Ottawa and became a member of CADSPPE and AHEAD

Outreach to Students

- Brochures explaining the UTM AccessAbility Resource Centre were sent out to local high schools in an effort to inform the guidance counsellors and students about the service and request that student make early contact with the service
- The Centre participated in a number of fairs on campus to inform students about the services offered
- Participated on the Canadian Mental Health Association Committee to address the needs of students with psychiatric conditions at the University of Toronto

COMPARISON OF CLIENT  
STATISTICS  
1996-97

123 students registered for services

- 4 - Deaf/Hard of Hearing
- 9 - Blind/Low Vision
- 43 - Learning Disability
- 42 - Chronic Medical/ Psychological/ Systemic Disabilities
- 21 - Mobility
- 4 - Multiple

1997-98

148 students registered for services

- 4 - Deaf/Hard of Hearing
- 10 - Blind/Low Vision
- 47 - Learning Disability
- 51 - Chronic Medical/ Psychological/ Systemic Disabilities
- 23 - Mobility
- 13 - Multiple

1998-99

124 students registered for services

- 4 - Deaf/Hard of Hearing
- 2 - Blind/Low Vision
- 43 - Learning Disability
- 39 - Chronic Medical/ Psychological/ Systemic Disabilities
- 29 - Mobility
- 7 - Multiple

ACCESSABILITY RESOURCE  
CENTRE - UTM  
PROPOSED INITIATIVES FOR  
1999-2000

Staffing:

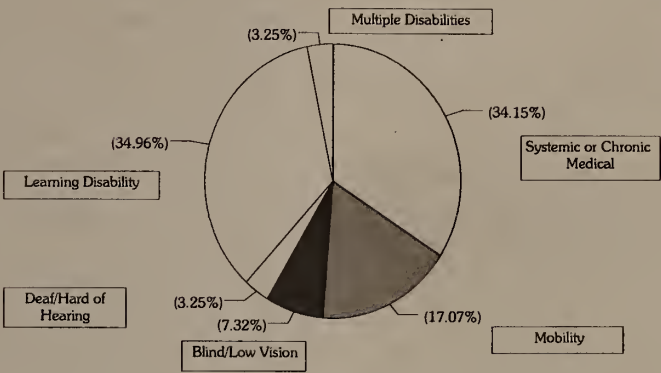
- Staff development will include courses/ seminars which enhance knowledge of computer applications, deal with diversity/equity issues and the Coordinator will attend CACUSS in June 2000.
- An application for a work study student has been submitted. The student will provide assistance to students using the library and will research materials to enhance the already existing resource library.
- Review role and duties of casual staff during the academic year due to an increase in students requiring attendant care.

Services:

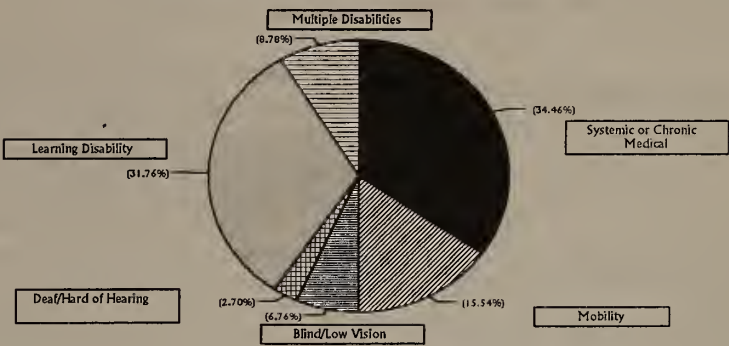
- Continue to develop partnerships with Registrarial Services, Academic Skills Centre, Health Services, Library, Career Centre and Residence.

AccessAbility Resource Centre - UTM

Students by Disability Classifications - 1996-97

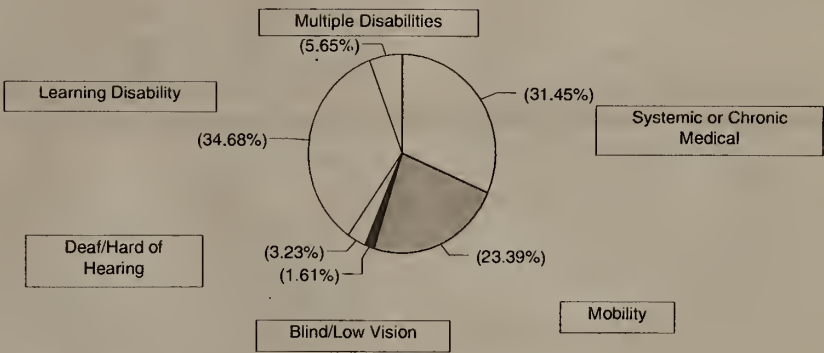


AccessAbility Resource Centre - UTM  
Students by Disability Classifications - 1997-98



AccessAbility Resource Centre

Students by Disability Classifications - 1998-99



- Continue to develop resource library.

- Continue ongoing review of office procedures to ensure that services to students are provided efficiently and promptly.

- Continue to work with the Access Committee and the Dean of Student Affairs to secure appropriate space in the SouthBuilding for a test/exam site.

Outreach

- Continue to meet with guidance counsellors in the Peel and Dufferin-Peel secondary schools to discuss what is expected of a student who has a disability and what steps a student should take to prepare themselves for post secondary education.

- Continue to ensure that students are aware of the Centre by participating in orientation events, information days at UTM and making pamphlets available within UTM.

- Continue to network with faculty and TA's.

Technology/Equipment

- Look for funding sources to update the Centre's technology and purchase equipment for students to use during lectures and tests/examinations.

- Implement new database for Centre.

Accessibility

- Perform accessibility audit on new Student Centre and new Phase VI of residence.
- Continue to review areas on campus and current signage in buildings for accessibility and make recommendations to the UTM Access Committee

FUND FOR INTERPRETER,  
INTERVENORS, REAL-TIME  
CAPTIONING AND  
COMPUTERIZED NOTETAKING

During the 1998-99 academic year, there were no students requiring an interpreter, intervenor, real-time captioning or computerized notetaking.



# ACCESSABILITY SERVICES

UNIVERSITY OF TORONTO AT SCARBOROUGH

## ANNUAL REPORT 1998-1999

Prepared for The Ministry of Education and Training by Tina Doyle, Coordinator with the Contribution of Mary Floro-White, Acting Coordinator

### INTRODUCTION

AccessAbility Services continued to review processes and procedures for delivery of services in an effort to ensure that our mandate was met: to ensure that all students with disabilities actively participate in all aspects of the University life.

The services provided by this office included:

- academic accommodations:  
  
alternative testing, provision of personal assistance or aids such as notetakers, provision of adaptive materials and equipment, liaise with instructors to arrange academic adjustments (i.e. sometimes an individual's capability limitation can significantly impact the student's ability to complete course assignments in the standard time. With the instructor's approval the time allowed for the student to complete course assignments may be extended).
- arrangements for assessments with Occupational Therapist, Adaptive Equipment Coordinator, and Registered Psychologist and referrals for community supports
- distribution of the OSAP Bursary to Students with a Disability
- advocacy for a barrier-free campus

AccessAbility Services adjusted to staffing changes as the Coordinator commenced Maternity Leave in September and was replaced by Mary Floro-White until May 1999.

### REVIEW OF ACHIEVEMENTS

#### In Services

##### Staffing:

- The staff complements were reviewed and it was determined that the Examination Officer would increase from 60% to 80% (August - May) to ensure that students' needs were met.
- A work-study student was hired to provide more administrative support to the Examination Officer.

##### Outreach:

- One main focus by this office is transition issues faced by new students. The first-year experience is a source of stress for many students, especially students with disabilities who face barriers to their education. The Coordinator became involved in identifying transition issues faced by this population and reviewed how retention of students with disabilities

applies to these issues. A seminar on the "Transition to Post-Secondary Institutions" was developed and delivered at guest speaking engagements including the "3rd Annual Special Needs Information Fair in York Region" and at the CNIB "College and University Preparation Program." Information regarding transition issues were also distributed to Guidance Counsellors and at a number of events at Scarborough including the "Principal's Welcome Day".

Other outreach projects ranging from speaking engagements about the services offered to a Departmental Newsletter, were directed at current and prospective students with disabilities, Faculty, Staff, Student Leaders, and the University Community. Departmental Representation at various university functions, such as "Career Day" also increased the visibility of the service.

- Membership on a number of Committees at Scarborough has ensured that the individuals supported by this office are represented. The Committees include: Advisory Committee on Accessibility to Disabled Persons, Advisory Committee on Campus Safety and Security, and Site Planning.
- The Acting Coordinator became a member of the University Equity Issues Advisory Group (EIAG) to keep the group informed of the developments at Scarborough. The offices represented on this group "share a common purpose to ensure equity and equality of access and opportunity for every member of the University." The Equity Issues Advisory Group (EIAG) continues to actively pursue "consultations with individuals whose portfolios bring them into frequent contact with the constituencies served by our member offices."

##### Professional Development:

- In keeping with the University of Toronto's Training and Career Development Policy the Coordinator attended CACUSS (Canadian Association of College and University Student Services) and joined the new division CADSPPE (Canadian Association of Disability Service Providers in Post-Secondary Education). One of CADSPPE's objectives is to help service providers keep abreast of new research and resources. The Coordinator found CACUSS extremely useful and utilized new ideas learned at the workshops to improve service provision. For example, the workshop titled "Counselling Post-Secondary Students with Learning Disabilities" provided new approaches to assist LD students cope more effectively.
- The AccessAbility Services staff attended a training seminar on Non-Violent Crisis Prevention and Intervention, ROSI training (student record system), and "Enhancing Participation on Committees."

##### Services:

- The Coordinator became involved with a committee to distribute a new financial award - the Prudential Ability Award, a scholarship for a student with a disability. This award is to recognize and encourage promising undergraduates pursue their post-secondary education.

- This year the students initiated the AccessAbility Club to address issues and concerns regarding service provision and accessibility on campus. The Acting Coordinator worked with leadership of this club to act as a liaison, resource and support.

#### In Partnerships

- The Coordinator and Acting Coordinator continued to work with representatives of the St. George and UTM Disability Services offices to ensure that the services worked within the frameworks of common objectives.

##### New Support Services:

- As was addressed in the 1997-1998 Annual Report, this office is continuing to develop functional linkages with services at Scarborough. Support available in the Academic Advising office became available to students with learning disabilities via a referral system. The Academic Advisor was able to provide support in the form of individual and group seminars geared to improving Learning Strategies.
- In cooperation with the Computing Centre a pre-booking system for students was developed to assist those who require more time than was allowed to access computers. For example, students who need to break during time at computer to rest, stretch, etc.
- The Coordinator acted as a resource to Student Housing and Residence Life. Three new students who are wheelchair users moved in and individual accessibility issues needed to be addressed. The Coordinator submitted a Preliminary Questionnaire to Housing that new applicants could complete in order to facilitate the supports requested.
- The Coordinator acted as a liaison with Human Resource Services at Scarborough and the Disability Claims and Accommodation Services for staff and faculty with disabilities. Assistance included demonstration of assistive devices available and addressing accessibility issues on campus.
- Along with the Equity Issues Advisory Group "we are working together in partnership with the Canadian Mental Health Association to develop new support models" for students with mental health problems.

#### In Equipment/Technology

One of the main goals of the office this year was to ensure that we took a proactive rather than reactive role regarding technology purchases at Scarborough, to ensure equitable access to equipment and facilitate students writing tests and exams.

- With the support of the Council on Student Services (CSS) at Scarborough a number of items were purchased for AccessAbility Services including:

- Obus Forme chair
- LD software (Inspiration)
- Trackball
- Slant Writing Surface
- Lapdesk
- Footrest
- Obus Forme Backrests

In response to individual and group student requests, improvements were

made regarding access to computers. Some of the key issues were access to e-mail and all software available in the Computing Centre Labs. CSS funded the following purchases:

- Scanner
- Computer
- Split-level hydraulic desk
- Software - MS Office.

- The vulnerability of our systems (computers, software packages, data files and embedded systems) for Y2K problems were assessed. A Y2K Accountability Report was completed which indicates only minor issues. The one software package that was not Y2K compliant has a free upgrade available.

- The Kurzweil Personal Reader was assembled for student use - it scans and reads printed material enabling independent access to printed material, especially for students who are blind or have low vision.

- Our website was improved and will continue to be assessed.

#### In Accessibility

The University of Toronto at Scarborough has taken a proactive approach to improving accessibility on the campus. The Accessibility Committee meets regularly to identify areas where access must be improved before issues arise.

The Principal has committed to \$20,000 per year to fund barrier-free improvements. With this funding the following projects were completed:

- Upgrade to Main Elevator (panel lowered, raised lettering, bell signaling floor changes, infra-red device on doors)
- Auto-openers were installed in the Library vestibule
- Electromagnetic Fire Alarm Holders were installed to ensure easy access to lecture halls

As well, with the collaborative effort of the Principal, CSS and other UTS departments a newly created washroom allowed access for persons with support workers and those with scooters.

- With the cooperation of the V.W. Bladen Library an adaptive work/study station was created with the funding from the Council on Student Services (CSS) to purchase an adjustable height table and Obus Forme Chair.

- Facilities Rental and Conference Services enlisted the expertise of this office to ensure that renovations to Washrooms located on the patio of the Miller Lash House included barrier-free design - renovations will take place this summer (1999).

- To ensure equitable access to all Resources the new computer was networked and configured to the Computing Centre Profile.

- A Panic/Alarm Button linked with the Campus Police was installed in the AccessAbility Lab. Due to safety and security issues for all constituencies who use the Resource Lab, this was determined to be a proactive measure. The Safety and Security Committee Budget provided funding for this project.



REVIEW OF THE CHALLENGES

In Services

- New students need to request reasonable accommodations in a timely manner as without notice services are delayed. Outreach to this population is continually being reviewed.
- Student needs are becoming more diverse.

In Technology

- The purchase of AbleAide, a database specifically for offices for students with disabilities in post-secondary institutions was hoped to improve student records and the communication between the office of the Coordinator and Examination Officer. Unfortunately, despite a thorough investigation into the database a number of problems arose with the system and it was not able to be of assistance.
- Concerns around equitable access to computers and library resources were raised by individual students as well as the student group. The lack of an *Adaptive Technology Resource Centre* (ATRC) on site also restricts access to adaptive and assistive technology by UTS students. The ATRC is located on the St. George Campus and one of their many services is to provide the tools to allow individuals to explore computers and adaptive technology as compensatory devices. UTS students must travel to the St. George campus to review these devices, and for some students this is difficult. The technology at Scarborough is an issue that is being addressed but the funds are not available to create an ATRC model.

In the Workforce

The staff complement currently does not meet the needs of the office, especially with the dissolution of VRS new demands were placed on staff. For example, one student received disability related support from VRS including financial and academic assistance that the Coordinator needed to arrange or refer the student to alternate service to provide the supports. Strategies to compensate are continually explored to assist with this particular difficulty including the use of Work-Study Students and improving partnerships with other services across campus.

In Accessibility

Alternate funding partners to support barrier-free projects must continually be explored as the costs of the projects needing to be completed exceed the Accessibility budget.

Construction on the exterior of the campus presented challenges surrounding accessible parking and access to Wheeltrans. Safety remains more of an issue regarding a drop-off/pick-up site for Wheeltrans. A safety system was explored and will be developed in collaboration with the Manager of Housing, Campus Police and Physical Plant Services.

1999-2000 PROPOSED INITIATIVES

- Staffing:
  - The staff complements for June

and July 1999 were increased to ensure staff would be more available to students. Service for the summer will be monitored.

- The Examination Officer will be taking an educational leave-of-absence starting September 1, 1999 through until July 1, 2000. A review of this position is underway as a replacement is recruited. A pilot project will be undertaken which increases the hours in this office from 80% to 100% August to May and from 25% to 40% June and July.
- Staff Development will include “Inclusive Web Design”, “Managing the Budget”, “Non-Violent Crisis Intervention and Prevention”, and Supporting Students with Psychiatric Disabilities in Higher Education.
- An application for a work-study student to provide administrative support for the Examination Officer and another student to work as a Lab Monitor has been submitted.

- Services:
  - Continue to work with the St. George and UTM Disability Service Providers representatives to ensure equitable access to services.
  - Improve partnerships with the Computer Centre, Library, Writing Centre and Health and Wellness Centre.
  - Improve access to print resources and to expand on library.
  - Continue to review growth of service, processes and procedures.

- Outreach:
  - Review outreach to new students to ensure transition issues are addressed.
  - Continue ongoing dialogue with Faculty and T.A.’s to improve delivery of services.

- Technology:
  - Expand website, ensure it is inclusive.
  - Increase specialized technology at Scarborough to create an ATRC Model at Scarborough.
  - Repair or replace current database.

- Accessibility:

Projects to complete for 1999-2000:

- Accessibility to Bookstore and Portables
- R-Wing Elevator Upgrade
- Improvements to washrooms located near the *AccessAbility* Lab
- Exterior access to R-Wing - stairs to be removed and walkways gradually sloped

Lecture Hall accessibility will be reviewed to modify current seating arrangements to persons with disabilities. Options to improve these areas include designated height adjustable table(s).

Signage for UTS is being improved and inclusive design is being incorporated (i.e. typeface and colour which will be user friendly for persons with low vision).

CLIENT SERVICE STATISTICS

1998-1999  
Number of Students Registered  
(In Disability Classifications)

Disability Code	Scarborough 1998-1999	Scarborough 1997-1998	Scarborough 1996-1997
1- Chronic Medical/ Psychological/ Systemic	37	36	22
2 - Mobility	15	9	13
3 - Blind/Low Vision	2	2	3
4 - Deaf/ Deafened/ Hard of Hearing	4	2	3
5 - LD	26	26	27
6 - Multiple	11	10	7
TOTAL	95	85	75

DISABILITY SERVICES FOR STUDENTS ST. GEORGE CAMPUS UNIVERSITY OF TORONTO

ANNUAL REPORT 1998/99

*Submitted by Helen Simson  
July 1999*

SUMMARY OF THE YEAR’S ACTIVITIES

The mandate of *DISABILITY* Services for Students (DSS) is to facilitate the integration of students who have disabilities into the academic and co-curricular life of the University. Students who wish to receive services through DSS must present up-to-date, professional documentation of their disability. Our staff use the documented information, students’ presentation of their needs and professional judgement to determine appropriate supports and services. The range of services provided is broad, flexible and responsive to individual student needs. Some of the services provided include sign language interpreters and computerised note-takers, access to print materials in alternative formats such as audio tape and Braille, psycho-educational assessments and advising, alternative test/exam arrangements and on-campus accessible transportation. The staff at DSS also provides advice and support to staff and faculty across the campus who are working with or teaching students who have disabilities.

As in previous years, direct provision of services to students who have disabilities has been the primary focus of activity. The 1998/99 year brought an increase in demand for services, in part a product of increased enrolment in the Faculty of Arts and Science as well as due to the elimination of Vocational Rehabilitation Services (Ministry of Community & Social Services). The demographics of the population of students who register with the service appears to be shifting, most markedly in terms of an increase in demand for services from students who have psychiatric disabilities. We have also been seeing an increase in demand for support in the area of Attention Deficit (Hyperactivity) Disorder (ADD/ADHD). These shifts have required that staff in the service acquire new skills and

knowledge in order to better support students and provide information, advice and support to front line staff working in other areas of the University.

The elimination of the Vocational Rehabilitation Service (VRS) brought new challenges to the service in 1998/99. Supports that were formerly provided through VRS became the responsibility of individual post-secondary institutions and thus demand for services expanded and increased. We faced particular challenges in the areas of providing on-campus attendant care for students who have mobility disabilities and sign language interpreters for students who are Deaf. In 1998/99, DSS provided close to 5000 hours of interpreter and computerised note-taking services.

Demand in these areas will likely increase with each new year’s enrolment of incoming students. The Ministry of Education and Training has been kept informed of the impact of the elimination of VRS on universities and colleges and as a result has significantly increased funds for provision of support to Deaf and hard-of-hearing students.

Staffing

The staff complement of DSS includes an intake and advising position, an Occupational Therapist, two half time psychologists and a number of psychometrists. The service also maintains a test and exam office, which schedules and administers alternative test and exam arrangements such as use of a computer and adaptive software, extra time or access to ergonomically appropriate equipment.

The 1998/99 year brought a number of significant changes in staffing to DSS. In particular, the College of Psychologists of Ontario changed the requirements for making and communicating a diagnosis, which had implications for our work in the area of learning disabilities. As a result, the learning disability unit was reorganised in order to create a half-time registered psychologist position, bringing the service into compliance with the new professional requirements. We expanded the number of psychometrists performing psycho-educational assessments in response to significant demand in this area and, as a result of increased demand for services from students who have a diagnosis of ADD/ADHD, we worked closely with the Psychiatric and Health Services to develop diagnostic and support strategies.



New Location

In January the main office relocated from the first floor of the Koffler Student Services Centre to the third floor, allowing us to expand our space and open an in-house test and exam centre. The test and exam activities operated by the service have been located in the Microtext Department of the Robarts Library for a number of years, but this arrangement could no longer be supported by the Library as the space was required for other purposes. Reallocation of the Computer Shop area in the Koffler building to DSS allowed us to maintain the test and exam service and bring it closer to home, which resolved a number of problems related to operating the test site at a distance from the main office.

Learning Skills Drop-In Centre

The service (under the previous name Special Services to Persons with a Disability) operated a drop-in learning skills centre for students who had cognitively-based disabilities. The drop-in was closed in 1995/96 due to funding limitations, but staff felt a strong commitment to reinstating this type of service for students. Through collaboration with the Counselling and Learning Skills Service, a new Learning Skills Drop-In Centre was opened in the Koffler Student Services Centre in January 1999. The centre, which is jointly funded by CALSS and DSS, offers support in the areas of writing, organisation, time management and learning strategies to all students of the University, including students who have disabilities. The model of service delivery is inclusive and integrated, flexible and responsive to individual needs.

Advisory Committee to DSS

An Advisory Committee to *DISABILITY* Services for Students was convened in the new year. The membership includes students who have disabilities, faculty and administrative staff and the mandate is to provide advice and direction on the ongoing development of DSS.

Best Practices in the Delivery of Services to Post-Secondary Students Who Have Psychiatric Disabilities

In November 1998 the Coordinator convened a committee to respond to a call for proposals from the Canadian Mental Health Association (CMHA). CMHA was recruiting post-secondary institutions to participate in a national project to improve supports for students experiencing mental health difficulties while at college or university. The U of T proposal was accepted and a broadly representative committee, coordinated through DSS, has been working since January on the development of a comprehensive set of supports, services and publications. As part of the process, consultations with various stakeholder groups such as students and registrarial staff have been undertaken.

Participation in External Organisations

DSS participates in the Inter-University Disability Issues Association (IDIA), a provincial body that works collaboratively to ensure that a consistent and high level of services and supports are available for university students who have disabilities in Ontario. In May of 1999 the Coordinator of DSS was elected Vice-President of IDIA.

DSS is also a member of the Canadian Association of Disability Service Providers in Post-Secondary Education (CADSPPE). CADSPPE is a national organisation, which was recently accepted as a division of CACUSS. In January 1999 the Coordinator of DSS was elected as Ontario Representative on the CADSPPE Board of Directors. In June 1999 the Board released a position paper on developing national standards for the delivery of services to students who have disabilities. The position paper will serve as the basis for the evolution of disability services throughout the Canadian post-secondary sector.

Client Service Statistics

During the 1998/99 year, *DISABILITY* Services for Students adopted a new method of recording student information. In previous years information on students registered with the service was maintained in the files of individual staff and compiled annually for the year-end report. In 1998/99 a database was established in which all student information is now centrally maintained. Individual records are created in the database for every student who requests and receives services from DSS in a given academic year. Contacts with students who are referred to other student services or departments and with graduates who require follow-up services or information are not entered into the database. Thus, the information maintained in the database reflects only those students who receive direct provision of supports and services from DSS in a given academic year.

The database was implemented in August 1998. Based on reports generated by the database, DSS shows a 16% decline in registered students for 1998/99 as compared to 1997/98 (652 students in 98/99 compared to 776 students in 97/98). This is attributable to two primary factors: we now have a very reliable method for maintaining student information and generating statistics; it is likely that some student information is missing from the database due to inconsistencies in entering information as staff adjusted to the new method for recording information. The second factor should be adjusted as we continue to update the database during 1999/2000.

While the statistics show a decline in registered students as entered into our database, 1998/99 was a very busy year with unprecedented levels of demand for service from students, such that extra staff were brought in during the year to help reduce waiting periods for appointments and service provision.

Number of Students Registered 1998 / 1999	
Disability Category	Number of Students
Systemic/Chronic Medical	167
Mobility	68
Blind/Low Vision	30
Deaf/Hard of Hearing	16
Learning Disability/ADD/ADHD	324
Multiple: Two or more of the above	46
TOTAL	652

Number of Tests/Exams Written 1998 / 1999	
May 1998	18
June	131
July	55
August	106
September	2
October	215
November	222
December	469
January 1999	109
February	271
March	216
April	560
TOTAL	2374

Notetaking Services 1998 / 1999	
Number of Students who required notetaking	104
Number of Volunteer Notetakers	124
Number of Courses in which notetaking was requested	222

PRIORITIES FOR 1999/2000

- Continue to provide a high level of service and support to students and the University community at large.
- Continue to build linkages with academic and administrative units of the University.
- Review policy on provision of services to students who have disabilities.
- Upgrade computer equipment in the new test/exam centre.
- Focus on recruitment strategies and outreach.

FAMILY CARE ADVISOR

ANNUAL REPORT  
July 1, 1998 - June 30, 1999

INTRODUCTION

The Office of the Family Care Advisor was created in December 1993. It is funded jointly by the University's operating budget (through the Office of the Vice President Administration and Human Resources) and by students (through the Student Services fee). On an ongoing basis, the advisor reviews University policy, procedures and publications for their impact on those with family responsibilities and makes recommendations to vice presidents, deans, registrars and other administrators. The advisor acts as an advocate on behalf of University families with government and community agencies, University departments and employee and student organizations. The Advisor consults regularly with these organizations to ensure that the Office is meeting the needs of the University population and that a high quality of service is being maintained.

The Family Care Office consists of the advisor, an administrative assistant and a resource centre comprised of practical material on topics ranging from pregnancy and infant care to lesbian and gay parenting issues, bereavement, and caring for elderly family members. Services include information, referral and guidance; educational programming and

training; and policy analysis and advice. The Office provides several unique work/study and volunteer opportunities for students interested in undertaking research or career-related projects in family care or community services.

Since opening in 1993, the Family Care Office has experienced a considerable increase in demand for its services. The case load has grown from 142 cases in 1993/94 and 419 in 1994/95 to 802 cases this past year. The types of services requested by individuals and departments have extended beyond the child care and elder care functions envisioned when the Office was created. Clients want comprehensive family care including assistance with budgeting, time management, referrals to family lawyers, counsellors and physicians, access to a complex web of community services (including food and clothing banks, parenting classes and housing), and advocacy services. Departments benefit from consultations about policy and about unique situations involving individual employees. Since 1998, the Family Care Office has also assumed a larger role in the efforts of the University to recruit faculty members.

DIRECT SERVICE

From May 1, 1998 to April 30, 1999, the Family Care Office dealt with 802 cases: 276 students (41 part-time undergraduates, 98 full-time undergraduates, and 137 graduate students), 24 post-doctoral fellows, 411 employees (190 staff and 221 faculty members) and 91 others, including University departments, media representatives, other institutions, alumni and members of the community [see Table 1]. Hundreds more attended group presentations, panel discussions and displays in which the Office took part. It should be noted that case load is not the only indicator of the impact of the Family Care Office's activities. In terms of service to students and staff, the impact of the education and training programs and of the website is perhaps greater than that of individual cases.

As in previous years, student concerns centered around issues such as child care availability, access, and quality, children's programs, family financial planning, parenting, legal assistance, housing, prenatal health and maternity leave. There was a slight increase in emergency cases, most of which involved several of the above issues. Employees requested assistance with child care and children's activities, summer and emergency programs for children, as well as family care leaves (i.e. maternity leave, parental leave and part-time leave for child care purposes), relocation (including moving and housing assistance and referrals to health care professionals and other community resources), health issues, elder care, personal counselling, legal issues and concerns around work problems and work/family balance [see Table 2]. Sample case descriptions can be found in Appendix I.

Although the case load of the Office has remained relatively static in most client categories this year, there has been a significant increase in the use of the Office by faculty. This is largely due to the involvement of the Office in faculty recruitment and relocation and to faculty maternity leaves. Departments also consulted the Office on a range of family care issues, including maternity and parental leave arrangements, part-time



leave for child care purposes, faculty relocation, development of policies governing family use of facilities and referrals to external counselling resources for staff. These internal consultations provided the Office with the opportunity to share information about practices and solutions that have been successfully implemented within the University.

The resources available to clients were enhanced in several areas. The website was reorganized and expanded. Staff, students and faculty were able to register electronically for workshops and automatic notification of programs. Volunteers created two new service directories for the Chinese and Muslim communities. Copies of these have been distributed to other Student Service departments for their use with clients.

One challenge that we face with internet access to our resources is that many of these resources are finite. We are still searching for ways to limit access to this information to legitimate prospective and current students, staff and faculty.

The Family Care Office has been exploring the possibility of offering an evening family law clinic a few times per month. The Women's Centre and Downtown Legal Services have been involved in these discussions. Downtown Legal Services does not offer assistance with family law. In 1999, legal aid funding for family law cases improved and a new family law clinic was opened near the St. George campus. As a result, members of the University community may be better served by using this off-campus resource. We will continue to monitor the situation to determine whether an on-campus resource is necessary.

## EDUCATION AND TRAINING

Over 600 students, staff, faculty and their family members attended the 32 workshops conducted or co-sponsored by the Office. New programs were added including an eight week support group for those who care for family members or friends with Alzheimer Disease, "Family Law Issues for Same Sex Couples" and "Having Kids: Issues for Lesbians and Gay Men". Other workshops included "Birthing Alternatives: The Role of the Midwife", "Balancing Work and Home", "Working with Your Child's School", "Maternity Leave Planning", "Choosing Child Care", sessions on caring for the elderly and our annual "What to do with the Kids this Summer" open house.

One of the highlights of the year was the successful expansion of our training program for front-line staff. This program was designed to enhance their knowledge and use of on and off campus referral resources for students in need or in crisis. This program was offered three times in order to accommodate the more than 100 staff who wished to attend. Based on subsequent referrals, I believe this program has had a positive impact on students and the staff who work with them.

The Family Care Office also cosponsored a symposium for women graduate students interested in pursuing an academic career and offered a session within it on combining academic work, family, activism and time for oneself. This joint venture between several University departments and the Graduate Students' Union (GSU) attracted 85 women graduate students.

The Office continued to participate in training/information sessions for new academic administrators, Student Health Service volunteers, graduate coordinators, Transitional Year Program (TYP) interns (from OISE/UT and the Faculty of Social Work), TYP students, students in the Institute of Medical Science and recently-appointed faculty in Arts and Science. As I hoped, one of the benefits of our education sessions with new faculty and our increased services to faculty is that more staff and students are being referred to the Family Care Office by professors.

## ISSUES AND AWARENESS

### 1. Faculty Renewal

The Family Care Office continued to provide support for the University's faculty recruitment and retention efforts. In October 1998, the Advisor convened a focus group of deans, chairs and recently-appointed faculty to provide advice on the development of materials that would be of value in the recruitment process. The faculty recruitment package was revised and distributed to over two hundred prospective faculty. As a pilot project for the Faculty of Arts and Science, the Family Care Office developed a comprehensive list of services, programs and contacts for new faculty. Currently, this list is being revised to serve the needs of other academic units. The Advisor worked with staff in Treasury, Purchasing and Travel to improve access to banking, housing loans, moving and other services.

The Advisor met with prospective faculty and their families to promote the 'quality of life' in Toronto and at the University. A spousal employment program was implemented for non-academic spouses to remove one of the impediments for two career families considering a move. Newly-appointed faculty were assisted throughout their relocation process.

Finally, the Family Care Office cosponsored a third annual symposium for women faculty, attended by sixty women. The Advisor participated in regular meetings of the Women in Arts and Science Committee.

### 2. Access to Services and Programs for University Families

*a. Aid for Student Families:*  
The Family Care Office coordinated the annual "Financial Survival for Student Families" workshop cosponsored by the Family Care Office, Admissions and Awards, the Graduate Students' Union and the Association of Part-time Undergraduate Students. The program proved more popular than ever this year and seems destined to become a permanent fixture of our course offerings. The Office continued to refer students to the student parent groups on campus and to provide support to these groups as requested. The Advisor met with the executives of the Students' Administrative Council and the GSU to discuss student family issues, wrote work/study funding applications on behalf of the University of Toronto Clothing and Food Banks and was active in the Student Crisis/Emergency Response Committee.

#### *b. Child Care:*

The Family Care Office facilitated meetings of the University child care centres, provided assistance to them and was consulted by University child care centres on a wide range of issues. The

Office produced and distributed a revised child care brochure to market the centres to the University population. The Office sponsored a well-received professional development workshop for teachers at University child care centres.

The shortage of government child care subsidies, particularly in downtown Toronto, remains a serious problem for student families and for the University child care centres who wish to serve their needs. As was noted in last year's annual report, "The Ontario Student Assistance Plan (OSAP) permits only a minimal child care allowance, under the assumption that most students will access the government subsidy system for the bulk of their child care costs. Without a subsidy, students find themselves paying \$600 - \$1000 per child per month for care. Several student families who already have subsidies have been adversely affected by reassessments of their ability to pay child care costs based on [government] calculations that consider OSAP loans as income." The expansion of the UTAPS program and the additional assistance provided by the Vice Provost Students, Admissions and Awards and some of the colleges has helped many students but we still have not found a solution to the problem created when students are penalized by the child care subsidy system for receiving increased financial assistance from the University.

An additional problem for faculty, staff and student parents is the shortage of infant spaces in the vicinity of the St. George campus. Hopefully, this will be alleviated when a new child care centre is built. The Family Care Office supplied research and briefing notes to the development officer responsible for raising funds for the child care centre. The Advisor continued to provide advice and support on child care to the Vice President, Administration and Human Resources and the Assistant Vice-President, Student Affairs.

#### *c. Faculty of Physical Education and Health:*

The Athletic Centre has continued to work at integrating child and family programming into its vision. Its contribution to meeting the needs of student families is appreciated.

The Advisor participated in the restructuring process of the Faculty by serving on the hiring committee for Program Managers and taking part in the visioning exercise. Consultation continued on family programs and family policies.

### 3. Policies and Issues

#### *a. Maternity, Parental and Adoption Leave:*

The Family Care Office was consulted by a number of departments, faculty members, staff and students concerning maternity, parental, adoption and child care leaves. The Advisor reviewed maternity, parental and adoption leave policies and procedures and made recommendations for revisions that would accurately reflect current practices. The Advisor continued consultation with the Vice Provost Staff Functions on "best practices" relating to faculty maternity leaves. A positive development this year was the inclusion of a provision in the Policy and Procedures on Academic Appointments that allows for a formal tenure delay for women faculty taking maternity leave.

The introduction of the Human Resources Information System (HRIS) provided a unique opportunity for the Family Care Office to develop new maternity, parental and adoption leave packages for University employees and to centralize their distribution through the Office. The Advisor met with the Director of Human Resources and human resource generalists to coordinate efforts and to gain input while developing and field testing the new materials.

#### *b. Additional Employment and Equity Issues:*

On behalf of the Vice-President Administration and Human Resources, the Family Care Office compiled research on Employee Assistance Plan structures at major American universities and on parental leave provisions at a variety of public and private sector employers.

The Office compiled resources and offered specialized assistance to newly appointed lesbian and gay faculty and their partners. The Office also participated in Gay Pride Week events, the Positive Space Campaign Committee and a focus group on anti-homophobia training conducted by the Sexual Harassment Officer. Two workshops of specific interest to the lesbian and gay communities were offered and the content and language of other workshops was designed to be inclusive.

The Family Care Advisor also met with the Vice President Research and International Relations to raise the issues of maternity leave coverage as provided by the national research granting agencies, NSERC, MRC and SSHRC, child care expense reimbursement and the status of post doctoral fellows.

## FAMILY CARE OFFICE PRIORITIES 1999/2000

### 1. Contribute substantially to the University's efforts to recruit and retain excellent faculty, staff and students:

a. Create a new Faculty Relocation and Support Program (FRSP) which will be operated from within the Family Care Office; expand outreach to deans and chairs in order to ascertain which services offered by the FRSP are most valuable in their recruitment efforts, to promote the services of the FRSP and to collaborate on the development of new services and programs that will support the recruitment, relocation and retention of new faculty.

b. Make recommendations to the University administration regarding policies, procedures and programs supportive of a "family friendly" working and learning environment such as flexible work arrangements, maternity/parental/adoption leave and part-time appointments.

c. Continue to work towards improvements in services and access to facilities for University families, including the reconfiguration of child care services on the St. George campus.

### 2. Collaborate with Human Resources and Student Services on programs and services to maximize our resources and their impact:

a. Work with Staff Development and Training personnel to devise and promote a module of workshops for front-line



staff who work with students; continue to participate in the Staff Development "Wellness" initiative.

b. Coordinate assistance to new faculty with the decentralized human resources offices.

c. Facilitate referral resource sharing among Family Care and Family Housing staff; explore collaborative possibilities with other student services.

3. Enhance Family Care Office services to the University community:

a. Further enhance ability to use electronic media to communicate with staff, students and faculty; increase the number of web-based resources produced by the Office.

b. Continue to develop education and training programs to meet the needs of the University community including parent and elder care support groups and new workshops such as "Family Cooking on a Student Budget" and "A Parent's Guide to the Internet".

c. Improve promotion of the Family Care Office; review calendars, handbooks and websites to ensure that Family Care Office information and all information of specific value to students with family responsibilities is accurate and complete.

d. Provide assistance to student families both individually and through existing and new student parent groups.

e. Continue the Family Care Office's commitment to lesbian and gay family issues.

f. Adapt the functions of the Office to the higher level of walk-in traffic experienced in our new location in the Koffler Student Centre; create new office procedures, protocols and methods of record-keeping to enable the Office to cope with the volume of cases.

Finally, I would like to thank Marilli Martyn, Linda Acheampong, Tabasum Ahmed-Ullah, Kimberly Brown, Marsha Bryan, Maria Choi, Ingrid Dresher, Karthik Ganapathi, Shirley Ho, Sandra Lin, Jennifer Lee, and Umar Talib, the dedicated staff, students and volunteers who gave their time and expertise to the Family Care Office over the past year. Their efforts have enabled the Office to provide a breadth of services and resources that could not otherwise have been achieved.

Jan Nolan  
Family Care Advisor  
June 30, 1999

TABLE 1  
DIRECT SERVICE  
May 1, 1998 - April 30, 1999

Undergraduates (part-time)	41
Undergraduates (full-time)	98
Graduate students	137
Post doctoral fellows	24
Staff	190
Faculty	221
Departments	28
Media	10
Other*	53
TOTAL:	802

\* Other includes alumni, research, general public and queries from the University community not directly related to family care.

TABLE 2  
TYPES OF INQUIRIES

Child care facilities/subsidies/children's programs	53.6%
Maternity and parental leave	18.1%
Housing	7.6%
Elder care	6.4%
New Faculty	6.2%
Work/study/family balance/flex	4.9%
Relationships/support groups	3.7%
Financial Aid	3.9%
Health	3.6%
Parenting	3.1%
Counselling	3.1%
Emergency assistance	2.7%
Legal assistance	2.2%
Other (inc. work problems, general information, etc.)	14.7%

Note: Individual cases are often listed in more than one category.

TABLE 3  
1998/99 FAMILY CARE WORKSHOPS

Caring for the Caregiver
Family Law Issues for Same-Sex Couples
Birthing Alternatives: The Role of the Midwife
Working with Your Child's School
Accessing the Home Care System: Getting Help for Those Who Are Ill or Elderly
A Guide for Front-Line Staff to Resources for Students in Need
Choosing Long Term Care for the Elderly
Balancing Work, Study, and Home
Having Kids - Issues for Lesbians and Gay Men
Financial Survival for Student Families
What to do with the Kids This Summer
Alzheimer Support Group
Symposium for Women Faculty
Choosing Child Care That Works for Your Family
Maternity Leave Planning for Faculty and Staff

APPENDIX I  
SAMPLE CASE SUMMARIES

- The Family Care Office acted as an advocate for an undergraduate student who needed reassignment within government-funded housing due to unacceptable living conditions within the unit.
- A new post doctoral fellow needed assistance in determining whether or not his wife would be eligible to work in Canada.
- A graduate student requested help in locating a speech therapist for the student's son.
- A faculty member called on behalf of a student with a serious illness who needed assistance to enable her children to cope with the disease.
- A staff member needed a referral to a psychiatrist who would be able to communicate with his elderly mother in her native language.
- A faculty member consulted with the Advisor regarding work/family complications resulting from an international adoption.
- A graduate student required information on Alzheimer and elder care

programs/services for elderly grandparents living outside the Toronto area.

- An undergraduate needed legal advice on obtaining custody of a relative's children from Children's Aid while the relative was hospitalized.
- A department required urgent advice concerning a crisis involving children.
- A client sought guidance from the Office to determine how she would cope with the financial burdens of an unexpected pregnancy.
- A student service consulted the Office to locate a culturally appropriate alternative school program for the child of an undergraduate student.
- A staff member required emergency help in locating assistive devices for a visiting relative with a disability.
- A faculty member found housing and support services for a chronically ill relative.

COMMUNITY SAFETY COORDINATOR

REPORT FOR THE PERIOD  
JUNE 15, 1998 - JUNE 30, 1999

Len Paris  
Community Safety Coordinator  
June 30, 1999

COMMUNITY SAFETY COORDINATOR

The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives, directed at improving safety and security on campus, and for the coordination of the university's personal safety programs. The Community Safety Coordinator works closely with the university's other Equity Officers, Counselling and Learning Skills Service, Human Resources Department, and the Office of Student Affairs.

The overall objectives of the Community Safety Coordinator's office are:

- a) to maintain an awareness of personal safety and ensure it is given a priority in the University community
- b) to coordinate the University's safety network to ensure an integrated and timely response to crisis situations
- c) to provide a confidential consultative service to all university community members who have personal safety concerns.
- d) to work in co-operation with the University Police, Equity Issues Advisory Group, community groups and individuals, in the development and delivery of proactive programs, services and materials to reduce the threat to personal safety on campus.

To achieve these objectives, the office provides:

- training sessions for community members on Nonviolent Crisis

Intervention and how to effectively and safely respond to verbal and physical aggression.

- communication networks to keep all affected staff and students informed about threats to their personal safety.
- coordination and supervision of the Walksafer/Worksafer and Student Patrol program.
- coordination of the campus Safety Audit programs and fast-tracking of improvements to physical environments.
- establishment of ad hoc crisis management teams to deal with incidents or threats of harassment or violence.
- briefing of potential counsellors/mediators dealing with abusive or violent persons.
- staff/student perception surveys as they relate to personal safety issues and programs.
- coordination of protective skills and self defence workshops.

COMMUNITY SAFETY COORDINATOR  
1999-2000 Priorities and Objectives

The Community Safety Coordinator has as its objectives for the year 1999-2000 the completion of projects and ongoing support of programs in the following areas:

- assistance, support and referral for members of the University community who have concerns about personal safety, threats, harassment or violence.
- continuation and expansion of awareness and educational programs for community members in dealing with disruptive, aggressive or assaultive behaviour.
- expansion of the enrollment, promotion and the community's awareness of the self-protection resources and self-defence classes.
- coordination and supervision of the Walksafer/Worksafer Student Patrol and increase the community's awareness and use of the program.
- administration of the Ministry of Education and Training grant for programs supporting women's safety on campus.
- networking and contributing to the Equity Issues Advisory Group.
- assisting in the development of protocols and support for students in crisis and students with psychiatric difficulties.

Activities June 1998 - June 1999

The principle focus during the past year has been directed at developing educational programs and protocols on issues of harassment, threats, violence and personal safety in general. I sat on several committees dealing with diverse issues such as homelessness, students in crisis and supporting persons with mental health difficulties.

My office experienced an increase in cases which required direct intervention and



follow-up. The majority of these cases involved various forms of disruptive behaviour, harassment or violence. I worked closely with Human Resources, Student Affairs Student Services, Division Heads, student groups and other equity officers, in coordinating appropriate interventions and responses to such incidents.

I facilitated numerous seminars and workshops on topics such as Criminal Harassment (Stalking), Crisis Intervention, Workplace Harassment and Violence, University Safety Resources and Policy, Harassment and Human Rights Laws.

The following activities are representative of the types of initiatives in which I have been involved in during the reporting period. The list does not reflect the almost daily requests for advice, referrals and assistance to community members on behavioural and personal safety issues.

**Training sessions for community members on Nonviolent Crisis Intervention and how to effectively and safely manage verbal and physical aggression.**

- Coordinated and delivered training seminars to approximately 100 persons from various colleges/divisions on how to effectively and appropriately deal with upset, disruptive or aggressive persons. I facilitated this six hour workshop for persons at Hart House (Pub Staff), Association of Part-time Undergraduate Students, Residence Dons, Faculty of Dentistry, Human Resources Staff Development and OISE/UT.

**Seminars and Workshops on Workplace Harassment and Workplace Violence**

- Coordinated and delivered training seminars and workshops for various groups within Joint Health and Safety Committees (Certified Members), OISE/UT, Residence Porters at New College, Faculty of Medicine, Student Services, Facilities and Services, Faculty of Applied Science and Engineering and the Faculty of Law.

**Communication networks to keep all affected staff and students informed about threats to their personal safety.**

- Met with students, faculty and staff to discuss issues and specific cases where there were threats to the personal safety of persons. These meetings are normally coordinated through the individual departments/divisions, the Office of Student Affairs, Counselling and Learning Skills Office, University Police or the other equity officers.

**Coordination and supervision of the Walksafer/Worksafer Student Patrol program.**

- Coordinated the Walksafer/Worksafer program and supervised its twenty five student employees. The Walksafer/Worksafer program provides a safe alternative to walking alone on campus at night. The Walksafer teams also escort persons to nearby transit locations and their residences, if near the campus boundary. When not providing escorts, the teams patrol university grounds and building interiors. They report on safety and security occurrences such as insecure areas or suspicious incidents. These

building patrols provide an additional safety resource for users of the buildings during evening hours.

During the academic year 1998-99, the St. George Walksafer Service provided 841 escorts. The Walksafer/Worksafer staff conducted 1050 interior checks of buildings. The checks resulted in 59 reports of insecure doors and windows, and 34 reports concerning interior and exterior lighting.

The Walksafer/Worksafer program continues to be a service which is relied upon by mostly undergraduate female students to enhance their safety at night. Faculty, staff and male students account for only about five percent of the requests received by Walksafer/Worksafer in 1998/99.

**Coordination of the Campus Safety Audit programs and fast-tracking of improvements to physical environments.**

- Coordinated and participated in Campus Safety Audits of the OISE/UT and the Earth Sciences Building. I also assisted and made recommendations concerning personal safety in relation to renovations at 63 St George Street, 215 Huron Street - 4<sup>th</sup> Floor, 256 McCaul Street, Warren Stevens Building, Gerstein Library, 214 College Street - 3<sup>rd</sup> Floor, and the North Borden Building.

**Establishment of ad hoc crisis management teams to deal with incidents or threats of harassment or violence.**

- Participated on teams to develop strategies and responses to deal with individuals who have been harassing, threatening or violent. These ad hoc teams normally involve the department/division head or designate, a representative from the Office of Student Affairs in cases involving students, a representative from Human Resources if the matter involves a staff member, the Manager - University Police Services, and other person(s) deemed necessary. The team normally develops a safety plan for persons affected by the behaviour or actions of the individual, coordinated response to the issues, and plan strategies to deal with the incident.

**Coordination of protective skills and self defence workshops.**

- Coordinated the protective skills and self defence workshops. The provision of subsidized courses on self defence and protective skills is offered to members of the campus community each academic year. During the 1998-99 academic year, 14 courses were provided to 230 persons.

**MISCELLANEOUS ACTIVITIES**

**Administration of MET Campus Safety Grant**

- Participated in a tri-campus committee, which provided advice and recommendations to the Assistant Vice-President, Operations and Services, on the allocation and distribution of the 1998/99 funds to support personal safety on the three campuses. The 1998/99 grant supported the following programs:
  - funding recommendations resulting from personal safety audits.

- development and delivery of personal safety seminars, programs, self defence and protective skills courses for members of the campus community.
- development of appropriate posters, pamphlets and display materials to support personal safety initiatives.
- installation of emergency telephones in various campus locations.

**Interim Room**

- Coordinated and assisted in the relocation of the room, training of residence staff, development of protocols for the safe operation of the room, and funding the Interim Room. The Interim Room provides emergency accommodation for women fleeing abusive, harassing or violent situations.

**Contributions to the Equity Issues Advisory Group and other Committees**

- Met with members of the Equity Issues Advisory Group and participated on selected cases, programs and training. Providing appropriate training to University students, staff and faculty was a primary focus during the past year.
- Participated with the Status of Women Office on the December 6 Memorial Service and Take your Daughters to Work Day. Collaborated on issues and requests for information concerning personal safety.
- Attended monthly meetings of the University's Design Standards Committee. The committee has and continues to develop standards and guidelines to help facilitate the design, planning and execution of new construction and renovation projects.

- Participated on committees such as the Sub-Committee on Homelessness, Emergency Response for Students in Difficulty and Supporting Students with Psychiatric Difficulties (a two year project sponsored by the Canadian Mental Health Association)

**City of Toronto - Task Force on Community Safety**

- I was a member of the Task Force from May 1998 to February 1999. In March 1999, the Task Force forwarded their final report with thirty five recommendations to City Council. City Council adopted the report and is in the process of developing and implementing the recommendations.

**Student Affairs Open House**

- Participated in the Student Affairs Open House which was held in the fall of 1998. Spoke to and distributed personal safety information and resource material to students.

**Residence Dons Training**

- Participated in sessions during the Residence Dons training. Provided personal safety information and resource material on campus programs and services. Coordinated and participated in additional training for residence Dons at New College and Loretto College.

**Student Orientation Events**

- Assisted the Student Administrative

Council (SAC) in the coordination of events and services for Orientation week and the SAC Carnival.

- Participated in 15 orientation events to provide information on personal safety programs and resources on campus.

**Scarborough College - Safety Committee**

- Attended regular meetings of the committee and assisted with personal safety issues affecting their community.

**Tri-Campus Meetings with the University of Toronto Police management and Chief Administration Officers**

- Attended the tri-campus meetings when issues of personal safety, funding for personal safety initiatives, safety policy and procedures and similar concerns were to be discussed. These meetings provide a forum where a systematic approach can be made to address and respond to community and personal safety, security and policing concerns.

**Liaison, Assistance and Support to University Police Initiatives**

- Assisted the University Police on personal safety and crime prevention programs, development of new protocols and policies, case management and office inquiries regarding community and personal safety. I also monitored and assisted in criminal investigations involving personal safety issues. I attended regular meetings with the University Police management and supervisors to plan responses and initiatives concerning community and personal safety.

**The Case File**

- During the reporting period I was actively involved in 73 cases involving personal safety, harassment, violence or disruptive behaviour. This compares with, 56 cases handled during the previous report year. The increase mostly involved the reporting of threatening and disruptive behaviour.

The principle parties (respondents) involved in the cases (73) were as follows: students 41, staff 7, faculty 2, and others (includes visitors, former students and former staff/faculty) 23

Classification of Cases	
Criminal Harassment	19
Sexual Assault	02
Sexual Harassment	06
Assault	05
Disruptive Behaviour	13
Harassing Telephone Calls, Letters or E-Mail	11
Threatening Behaviour/Comments	12
Suicide	01
Miscellaneous	04
Total	73

Note: The above statistics reflect cases where the Community Safety Coordinator was directly involved in providing assistance, support or intervention. The statistics do not reflect all of the cases handled by the University Police or reported in their annual report (January - December). Some of the cases may also be included in other Equity Officers reports such as cases dealing with sexual harassment or other forms of harassment).



# REPORT OF THE RACE RELATIONS AND ANTI RACISM INITIATIVES OFFICER

FOR THE PERIOD APRIL 1, 1998  
TO MARCH 31, 1999

## PREAMBLE

The University established a permanent office for Race Relations and Anti Racism Initiatives (RRARI) in January 1993 pursuant to a recommendation of a Presidential Advisory Committee and in keeping with the University's continuing commitment to sustain a learning and working environment free from discriminatory harassment and prohibited discrimination.

In furtherance of this goal, the University's Governing Council approved a *Statement on Discriminatory Harassment and Prohibited Discrimination* on March 31, 1994. This Statement is rooted in the Human Rights Code of the Province of Ontario (*Revised Statutes of Ontario Human Rights Code, 1990*) in which prohibited grounds for discrimination and harassment include race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

While the mandate of the RRARI office includes responsibility for dealing with discrimination and harassment on the basis of race, ancestry, ethnic origin, citizenship, colour or creed, it is the responsibility of each and every member of the University community to sustain and encourage values justly residing at the core of our enterprise. The issues addressed by my office must be the concern of the entire University of Toronto community.

## OUTREACH AND MENTORING - STREAMLINING AND CONSOLIDATION

The appointment last year of a coordinator for the mentorship programs in place currently at the University has resulted in the streamlining of many of the administrative aspects of these initiatives and the presentation of a unified image to our partners outside the institution.

The development of a common application form and brochure outlining the various options has simplified the application process. Participating Boards of Education have all agreed to grant two co-op credits to students who participate in the program which eliminates the concern which existed when some boards gave one credit while others gave two.

Another outcome of the unified approach is the writing of job descriptions for everyone involved in the program. Eventually there will be outlines describing the roles and responsibilities of participants in the Boards of Education, in the faculties of the University and for those who coordinate the program at different levels.

Information has been collected for a proposal to attract donor funding and should soon be in a form for presentation. This office hopes that the University will regard this initiative to be sufficiently important to warrant inclusion in *The Campaign*.

The efficiencies which have been made possible by this streamlined approach are reflected in some of the programs run by the following faculties.

### Faculty of Medicine

In the five years of its existence, the summer mentorship program (SMP) in the Faculty of Medicine has served the academic needs of over one hundred students, some of whom still return to participate in research projects. Even students currently enrolled at the University benefit from the SMP as it is now possible for them to receive mentoring by clinicians and scientists in research environments. Three former SMP students are now in medical school and twenty more having been admitted to this university in the health Sciences.

Last year, forty students participated in the SMP. They were linked to the program through partnerships established with the former Toronto and North York Boards of Education (now part of the Toronto District School Board), Boards covering Peel, York Region, York Region District Catholic and the Toronto Catholic District School Board.

The SMP is designed to provide students with study skills to be used in self-directed learning. It affords a stimulating environment in which to work with mentors who provide an overview of medical and health science careers during a six week period. Each student must select a research project and eventually do a presentation on a health-related topic after instruction in the use of the University Library system and an introduction to the resources at the Faculty of Medicine Computer Learning Centre.

The dedicated staff in the Office of Student Affairs, Faculty of Medicine who devote many hours of their personal time to this initiative deserve special recognition. Much credit should also go to medical students who give of their time so willingly to act as mentors and resource persons and to the professionals from diverse health care backgrounds who host seminars on health related topics and research methodologies.

The Student Affairs office in the Faculty of Medicine also collaborates in the running of the *Saturday Program* which was first organized with the help of Medical students in 1996 and was aimed at students from Aboriginal, Black and Portuguese backgrounds due to their under representation at the University. At present, the program seeks to attract students from all cultural backgrounds who demonstrate the potential to succeed but need the additional incentive and assistance.

University students, many from the Faculty of Medicine provide tutoring in English, Mathematics and Science over a ten week period. The program starts in February each year and is supposed to run for ten weeks, but in some cases mentors continue to make themselves available to students until the end of the high school year in June so as to provide them with assistance with their examinations.

The schools attended by students involved in the Saturday program have helped the University of Toronto in tracking the performance of their students. In some cases, marks have improved by as much as 20%.

The *Summer Mentorship Program* and the *Saturday Program* receive financial support from various sources including the Provost office, the Office of Admissions and Awards, Human Resource Development Canada and the Woodgreen Employment Centre. For some students, the financial support provided cannot cover the costs which they and their families must face if they are to attend. Last year the SMP in the health sciences provided each student with a stipend of \$300, a minimal sum in these circumstances. We must continue to look to university fund raising efforts and to external agencies to provide the support for these worthwhile initiatives.

### The Faculty of Law

The Faculty of Law, in partnership with the Toronto District School Board, The Toronto Catholic Board and the Peel Board of Education also co-sponsored a legal SMP to provide enrichment opportunities for students from visible minorities particularly those of Black ancestry and the economically disadvantaged. Feedback from the students, the student mentors and faculty members who participated was overwhelmingly positive.

The bid by the Faculty to attract more students from minority populations is undoubtedly enhanced by its annual hosting of an *Outreach Day*. In February approximately 200 students of diverse ethno-racial and cultural backgrounds from the Toronto District School Board attended this event and participated in interactive discussions led by law students.

In the past year the Faculty has forged new links and cemented old ones with Black legal organizations. In December 1998, the faculty supported and hosted a joint event between its own Black Law Students' Association and the corresponding body at Osgoode Hall Law School. The purpose of the event was to build ties with the Osgoode organization and to foster unity, support and mentoring opportunities for Black Law students.

The faculty paid for eight students to attend the Canadian Association of Black Lawyers conference in October. Also in October the Faculty paid for five students to attend a lecture on "*The Development of Race Based Jurisprudence and its Impact on Equality Rights*" which was sponsored by the African Canadian Legal Clinic and given by the Honourable Justice Beverly McLachlin of the Supreme Court of Canada. In February of this year the faculty subsidized the attendance by two law students of the annual Black Law Students Association Conference.

In the admissions area, the Faculty continued its efforts to attract students from under-represented groups. Students who self-identified as Black and from Canada when registering to write the Law School Admissions Test (LSAT) were all sent letters by the Dean of the faculty inviting them to apply if they scored within a range acceptable to the faculty. A similar exercise was followed for students who self-identified as Aboriginal. Students in both groups received letters from the faculty's Minority Outreach Committee encouraging them to apply and offering the Committee's members as resource persons. Again last year when offers of admission were made, the Dean became personally involved by calling the

students on the telephone to further encourage them to accept the offer.

Representatives of the faculty have increased their recruiting efforts over the past year by attending fourteen recruiting information sessions at various universities in Ontario including one held at the University of Toronto. At each session there were large numbers of minority students. The focus on career development has been enhanced with the appointment of a dedicated Aboriginal Career Development Student Assistant who earlier this year organized a very successful event at First Nations House dealing with career opportunities in law for aboriginal students. This event was made possible by funding received through a government program in conjunction with assistance provided by the Koffler Centre.

The Pro Bono program at the faculty has involved students in issues of race and has put them in contact with several organizations within the communities whose members it seeks to attract. During the Fall 1998 and Spring 1999 University of Toronto student volunteers had placements at the Urban Alliance on Race Relations, Native African Inmates and Families Association, Immigration and Refugee Office and the African Canadian Legal Clinic. Volunteers worked also with agencies whose clientele include a significant percentage of persons from minority groups. Examples of such agencies are the Centre for Equality Rights in Accommodation, Second Base Youth Shelter, Beat the Street, Street Health and the Family Law Project.

This office shares the faculty's hope that these combined efforts will contribute to an increase in the number of students from minority populations who will elect to apply to the University of Toronto law school in the near future.

### The Faculty of Social Work (FSW)

FSW, with its emphasis on a multi-faceted approach to diversity promotion, continued and expanded initiatives which have been described in previous annual reports and embarked on new ones.

As has been the case since its establishment in 1995, the Anti-racist, Multi-cultural and Native Issues (AMNI) Centre played a central role in the planning and design of many of these initiatives. Building on FSW's commitment to deepen the consideration of ethno-racial factors at all levels within the faculty, AMNI hosted a number of discussion groups and seminar presentations during the 1998-99 session. Professor Evelyn Lee presented on Cultural Competence Models for Human Service Delivery, and Professor Enid Collins of Ryerson Polytechnic University presented on Nursing and Social Work.

AMNI has also begun to explore the possibility of a joint activity with First Nations House, as well as one with the Self-Help Resource Centre of Greater Toronto, which will examine the concept of self-help in the context of ethno-racial communities. The AMNI Centre obtained funding from Citizenship and Immigration Canada to develop and distribute cultural profiles of twenty countries, an exercise aimed at facilitating newcomer settlement and adaptation by fostering knowledge and understanding between cultures. This project has helped AMNI to develop important partnerships



with a wide variety of cultural groups in Metro Toronto. The project has been extended to allow AMNI to complete work on twenty additional countries.

FSW continues to work diligently to infuse ethnocultural and diversity content into all elements of its curriculum. This process is facilitated by the faculty's ongoing review and revision of the required elements of the curriculum, the acquisition of AMNI related materials such as articles, books, web sites and audio visual materials, and the initiation of Practice Discussion Groups to strengthen the linkages amongst research, theory, and practice. This is all being done with the participation of members of the faculty at FSW. This faculty appears to be succeeding in establishing a balance between academic freedom and the responsibility to provide a curriculum that is sensitive and relevant to the realities of the society. In fact several faculty members at FSW have secured grants and contracts to pursue AMNI-related projects. FSW has identified important lessons and approaches which other divisions attempting similar efforts should examine and emulate.

The effort by FSW to develop interest in Social Work amongst students of Black and Native ancestry was boosted in 1998 with their running of a successful Summer Mentorship Program in conjunction with the Faculty of Medicine. This summer twenty new students from participating boards of education will have an opportunity to take part in this program. The challenge to attract students from these and other marginalized groups will be made easier as a result of a very successful fund raising effort leading to the availability of a number of scholarships and bursaries targeted to minority students. These include the Dr. Daniel G. Hill Sr. Scholarship and the Beverly and Emerson Mascoll Graduate Scholarship in support of Black students, the Chancellor Rose Wolfe Scholarship and Native Student Fund for Aboriginal students and the Caroline MacDonald Bursary in support of Asian students. The total value of the internal FSW awards has increased from \$3,510 in 1990-1991 to \$100,000 in 1997-1998. In addition, FSW's fundraising campaign (including matching funds from the University and Provincial government) has resulted in \$2,799,275 in both endowed and expendable funds for student support from private and corporate donors. The future looks much better for students who must have financial support to pursue the FSW degree.

#### OISE/UT

The approach taken by OISE/UT to issues around diversity and those related to Anti-racism is similar in some respects to that taken at FSW. Its Future Teachers' Club, organized by the Student Services department, encourages high school students from visible minorities to consider teaching as a career. Admission profiles of self-identified visible minority applicants are re-read to ensure that their life experiences have been appropriately acknowledged in relation to admission standards.

Similarities exist as well in terms of the manner in which students are prepared, in this case for teaching and related careers. Themes associated with equity, diversity and anti-discrimination are infused in many of the core courses which students

must take. In addition, there are courses listed under Related Studies which are specifically designed to address these issues. They include *Integrative Anti-Racism, Minority Groups and Equity in Education, Countering Myths about Aboriginal Teacher Education though Multiple Media, Youth Sub-Cultures and Schooling and Introductory Conflict-resolution for a Democratic Classroom*.

In terms of faculty resource, OISE/UT is currently recruiting a faculty member in the areas of anti-racism and feminist studies. A second faculty position, a joint position with Women's Studies at New College, has been approved with a starting date of January 2000. The Department of Sociology and Equity Studies in Education (SESE) at OISE/UT has proposed the establishment of a Centre for Integrative Anti-Racism Studies (CIARS) which inter alia will address the pressing challenge of making educational excellence accessible and equitable for all social groups and will take a leadership role in anti-racism and critical race and equity studies. The scope of the activities proposed by CIARS ranges from its involvement with the pre-service programs which are so important in developing appropriate skills, to Outreach activities with University Research Centres such as the Centre for Education and Work and the Transformative Learning Centre.

In addition, discussions on possible working relationships and collaborative research are taking place between CIARS and AMNI in the Faculty of Social Work as well as with New College in the areas such as the Equity Studies program development, professional development for faculty and teaching assistants, professional development of teachers, and the promotion of university study among under-represented groups.

The CIARS' proposal also recommends outreach efforts with community groups and the development of a database of community organizations on which work has already begun. Many of the core faculty involved with the CIARS' proposal have already established valuable links, at both the personal and professional level, with many of the community organizations forming the data base. This should facilitate the forging of sound working relationships to work towards equity and social justice.

Similar involvement by the core faculty within OISE/UT and the University in general means that some of CIARS' recommendations are being implemented already. CIARS is exploring funding from private and public sources to support its work. The University should provide the initial funding to allow CIARS to establish and maintain a footing from which to attract external support. This is a project that is well worth the financial backing of the University.

#### Faculty of Applied Science and Engineering (APSE)

APSE continues to establish and maintain contact with groups whose members are under-represented in its faculty. The faculty is making a concentrated effort to improve the number of such persons in its ranks.

Last year 24,000 elementary and high school students were involved in the Science Outreach program. Many of these were minority students and several were

from inner city schools. APSE provided bursaries to those who are economically disadvantaged and wherever possible used role models with whom they could identify.

First Nations students participate in Science Outreach in a big way. Faculty representatives made three trips covering 10,000 kilometers to James Bay and other northern communities in Ontario and Quebec to meet with students, Elders and educational counsellors. APSE accommodated thirty-four students from a number of school boards in the Greater Toronto area in its Summer Mentorship Program. The increased interest displayed by boards to participate in the program augurs well for its future.

Discussions are currently underway with undergraduate students who are affiliated with the National Society of Black Engineers to facilitate a high school program to encourage Black students to consider careers in Engineering.

#### OTHER INITIATIVES AND PARTNERSHIPS

##### New College

Of all the colleges which make up the Faculty of Arts and Science, New College has done the most to establish an environment in which students from groups which are under-represented at the University feel welcome and appreciated. The location of African Studies, Caribbean Studies, and more recently Equity Studies, at the College has contributed to this, but other factors do as well. The student experience is bolstered by programs such as the *Mentorship Program for students of Black African or Caribbean Descent* which pairs first year students with senior students and *New College Moms and Dads* which is designed to help facilitate networking for students who are parents, in many instances the sole support of their families.

For sometime now, New College has directed its Outreach efforts to two inner-city schools. Students at Eastdale Collegiate and Flemington Elementary School pay visits to the College and are introduced to its academic and social life. They get an opportunity to speak to faculty, staff and students, attend lectures and in the case of two Flemington students, attend the two week summer Mini-University program. New College also sponsored two students to the one week Science Outreach Program.

New College is the choice of many graduates of the Transitional Year Program, and its senior officers devote much time and effort in helping students make the transition to the degree program.

In March, the College provided a three hour information with presentations by the senior officers including the Principal, Registrar and Dean of Students. Former TYP graduates participated as well in this important phase of the new student's life at the college.

New College's residential program, *International Young Scholars* for pre-university age, international students (from ages 13-17) featured eight sessions in 1998 for seventy-five registrants from Korea, Taiwan, China, Hong Kong, Mexico and Chile. This program, which

provides English language instruction, is also intended to assist in the recruitment of highly-qualified international students. A recent review of this and other summer programs at the College, identified a goal to provide a continuous stream of preparation, assessment and support for international students and immigrant students for whom English is a second language. This could lead to the design of one coherent, international ESL student recruitment plan, established in partnership with University recruitment officers and replacing the current mixture of independently operating initiatives.

#### The Ethnocultural Academic Initiatives Fund (EAIF)

All of the initiatives described above have benefited in one way or another from EAIF funding. The organizers of these programs acknowledge the central role which the EAIF has played in making them possible and look forward to a time when the University will make a long term commitment to these and similar projects. The allocations under the EAIF for 1999-2000 amount to \$110,000 in support of thirteen projects.

#### The Transitional Year Programme (TYP)

A number of facts and statistics provided in the annual report 1998 for the TYP deserve to be mentioned as they provide an insight into how the TYP is evolving.

(i) A survey of students offered places for the 1998-99 session reveals that 43.9% of those returning the survey form identified as Black, 38.6 identified as white and 7% as other. Only 3 students identified themselves as aboriginal. Of 64 students admitted, 57 returned forms and of this number 8.8% did not answer the question on visible group affiliation. As someone who has participated in the TYP selection process, I can testify to the fact that it is equitable and designed to help those who are most in need of the opportunity made available through TYP to attend university. My one concern is that TYP appears to be missing one community, the Aboriginal, which it was created to assist. TYP should explore the possibility of a coordinated approach which would use the resources available in First Nations' House and in the aboriginal community to attract more applicants from this group.

(ii) The analysis of failure rates provided in the 1998 TYP report reveals that for students enrolled and retained in the 1997W session, that rate (35.3%) was substantially higher than for the same group in 1996W (14.4%) and 1995W (16.7%). The reasons for this more than doubling of the rate in a two year period should be examined carefully. Related to this is the mean final average for TYP students still enrolled at the end of the 1997-98W session which fell from 69.54% in 1996-97 to 61.4%.

(iii) A proposal by the TYP Science Program Committee identified two concerns that need to be addressed. The first involves students who are required to complete a science course as part of the distribution requirements in Arts and Science. The other is access to a science stream program.

In an attempt to remedy this situation the Science Program Committee proposes that TYP introduce a Science oriented half-course whose content will focus on



skills required to cope with future science courses including both methodology and factual information. I am in strong support of this proposal since a comprehensive Access to Science program option in TYP does not have the support of the central administration at this time because of its expense.

(iv) The six year collaboration between TYP and the Toronto Board of Education in the running of the Steps to University Program came to an end last year with the latter's replacement by the massive Toronto District School Board. The program provided the opportunity for students, who are at high risk of dropping out, to discover their potential for higher education by exposing them to university instruction at their secondary schools. The program's viability depends on the good will and volunteerism of many individuals especially at the school and board levels. By the end of 1998, the future of the program was in doubt and a judgement about its continuation is expected soon. I sincerely hope, that for all the good it has done, the resources and determination will be found to continue it in some form.

The International Student Centre (ISC)

ISC is undergoing a period of transition with the appointment of a new coordinator in September 1998. I know from speaking with him that he will attempt to greatly enhance the Centre's profile on campus. He is especially concerned about increasing the participation of Canadian-born students in events at the Centre. The impression persists that the Centre is the exclusive domain of students on visas and recently arrived immigrants.

In October, the International Day celebration attracted student and staff from different ethno-racial and cultural backgrounds as did the Holly Days celebration in December.

Much use is made of the physical facilities at the Centre. In the 1998-99 session the ISC hosted 1,800 meetings. Six student cultural groups have office space at ISC and in the near future four more groups will be accommodated.

Any University member with an interest in cross-cultural matters would do well to visit the Centre and make use of its many facilities.

THE CURRICULUM

I have referred above to courses which have been added to the general curriculum and whose content will contribute to its diversification. The CIARS proposal at OISE/UT contains eighteen courses in the selected sample it provides which have a direct bearing on race, ethnicity, culture and equity. Other courses being developed for pre-service electives include *Theorizing race, class, gender and sexuality: Pedagogical Implications for Teacher Education, Integrative Anti-Racism Education and Pre-Service Education, and Race, Difference and Political Economy of Education.*

The major program in Equity Studies which was initiated at New College for the 1998-99W session draws on course offerings from a wide range of departments across the university. Student interest in the program has been positive and the core course NEW240Y (Introduction to Equity Studies) has attracted 30 enrollments. There is a plan to introduce a new course for 1999-2000 (NEW341H: Special Topics in Equity Studies) provided that funding can be secured. While the programs in Caribbean Studies and African Studies at New College continue to be stable, in the case of African Studies it has not been as attractive to students in the humanities as it has been to those in the social sciences. The program hopes to address this by creating at least one cross appointment with a humanities department.

The Dean of School of Graduate Studies commissioned a committee to examine the School's teaching in the area of Asian Pacific studies and its involvement in the Joint Centre for Asia Pacific Studies, in which the School works together with York University. The Dean hopes that the report which the Committee will produce will contribute to the university-wide Asia-Pacific strategy creating more links with the Asian Community and a greater emphasis on student exchanges and travel to the Asian Pacific region.

The Faculty of Arts and Science will introduce a number of courses next year which are relevant to the focus of this report. Under Aboriginal Studies, a second year full course *Introduction to Aboriginal Studies* and a half course at the third year level in *Obijibway Dialect* will be offered. Under Near and Middle Eastern Studies a fourth year course in *Nationalism, Ethnicity and Minority Rights in the Middle East* will be offered. A third year course *Special Topics in Equity Studies* will complement the New Equity Studies program while a third year course in Sociology will discuss *Chinese Communities in Canada and Abroad*. This is a sample of what has happened in the curriculum area since my last report.

COMMITTEE AND WORKSHOP ACTIVITY

In the past year, I have participated in a number of workshops and counselling sessions organized by groups within the University. Many of these events involved more than one of the offices which make up the EIAG so as to provide participants with as much information on a given topic in the time allotted. The following examples describe the scope of my office's activities in the last year.

I have collaborated with my colleagues in the Sexual Harassment and Community Safety offices to provide training for residence dons, to work with Equity

offices from the regional and national offices of CUPE, at the request of the CUPE locals on campus, to deliver training on workplace harassment and personal safety. We also collaborated in the delivery of a seminar to senior University administrators as part of the Leadership Advancement Program organized by the Human Resources Department and in discussions with the Canadian Mental Health Association to plan training and develop support for those members of our community who are experiencing mental health difficulties.

The Sexual Harassment officer and I also made joint presentations to graduate students as part of their orientation and provided training for supervisory staff in the caretaking area on the topic of Human Rights issues in the workplace. We accepted an invitation in March of this year from Regis College to do a presentation on educational awareness around sexual and other forms of harassment.

In terms of committee activity, I have maintained my membership on the Principal's Advisory Committee on Diversity and Excellence at the University of Toronto at Mississauga and was a member of the Selection Committee to choose a Diversity officer for UTM. I have also served on committees struck by Police Services to select police officers.

Externally I am a member of the Steering Committee for the Learning Partnership. I am also a member of the Standing Committee on Employment and Educational Equity established by the Council of Ontario Universities.

I have also worked on an ad hoc basis with several committees which from time to time need to discuss matters which bear on the work of this office. In general, I have continued to provide advice and to act as a resource to any University member who may find it necessary to address an issue which falls within my office's jurisdiction. I consider this role to be a crucial one for my office and I have listed it as one of my priorities which for the coming year will be:

- assist in the further development of the Outreach, Mentoring and Tutoring programs which have enhanced the University's image in the community;
- serve on internal and external committees so as to provide and maintain an equity focus on all major decisions;
- assist in the investigation and resolution of conflicts and disputes with racial or ethno-cultural content;
- provide information to the community through workshops and training sessions sometimes in collaboration with other EIAG offices;

- provide advice and act as a resource to all University constituencies.

FINANCIAL SUPPORT FOR BLACK AND ABORIGINAL STUDENTS

An anonymous gift of \$750,000 over a five year period in support of Black students has helped several students to meet the increasing costs of attending university. This past year's portion of the funds was used in the following manner.

- 5 Bursaries valued at \$3,000 each were awarded to TYP students
- 21 Opportunity Admission Scholarships (7 at \$4,000 and 12 at \$1,000)
- a student participating in the University of West Indies Exchange received a grant of \$7,000
- two renewable graduate fellowships, originally awarded at the beginning of the program were reawarded at \$12,000 each
- mentorship activities in the University and equity activities at New College received a total of \$32,000 in support.

The support which this gift makes possible will continue for only two more years. I trust that by the time of its expiry a similar level of support for Black students will have been found to replace it.

Aboriginal students at the University have been the beneficiaries of two major endowments. *The Gladys Watson Aboriginal Education Award* is valued at \$500,000 and has been matched by both the University of Toronto and the Province of Ontario to total 1.5 million dollars. Applications for this award will be accepted as of September 2000.

The second major endowment to Aboriginal Students is a gift from General Motors to Victoria College in the amount of \$500,000. This award is specific to Aboriginal Students enrolled at Victoria and will be administered as of September 1999. These generous gifts should attract more Aboriginal applicants to the University.

THE CASE FILE

Tables 1 and 2 below provide comparative data for 1997-98 and 1998-99 by source of complaint and constituencies identified in the complaint. The data in both tables cover a twelve-month period.

Table 1 Formal Complaints Documented and Requiring Investigation by RRARI Officer										
Source of Complaint	Constituency Identified in Complaint									
	Student		Faculty		Admin. Staff		Total		%	
	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99
Student	7	8	9	8	9	10	25	26	61	59
Faculty	1	2	1	1	2	2	4	5	10	11
Admin.Staff	2	3	2	1	8	9	12	13	29	30

Of the 44 formal complaints received, 22 have been resolved, 6 have been dropped and 16 are in progress.



Table II *Informal Complaints: No Specific Request for Action by RRARI Officer*

Source of Complaint	Constituency Identified in Complaint									
	Student		Faculty		Admin. Staff		Total		%	
	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99	97-98	98-99
Student	10	14	11	10	4	6	25	30	59	61
Faculty	2	3	0	0	3	2	5	5	12	10
Admin. Staff	2	4	4	5	6	5	12	14	29	29

Of the 49 informal complaints received, 30 were from individuals who insisted on complete anonymity.

Students filed the majority of complaints with the office over the past year. The complaint of harassment by other students usually took the form of racial and ethnic slurs. Two students identified an unwillingness by fellow students to allow them to be full participants in joint projects. They claimed that this was due to a mistrust of their abilities because of their race.

Differential treatment in the classroom was most frequently cited in complaints against faculty members. Student complaints against administrative staff accused the latter of an unwillingness to assist and even outright hostility.

Administrative staff complaints centred mainly on accusations of unfair performance appraisals. With respect to unionized staff, I have continued to work informally with Supervisors in unionized situations as they have tried to deal with complaints. This arrangement may have to be reviewed now that our unionized ranks have swelled.

Complaints by faculty members involved concerns with students' perceptions and assumptions mainly.

I continue to receive informal complaints. Some are from individuals who identify themselves but do not wish to pursue their matter in any formal way. Other complainants prefer to remain anonymous.

Two of my cases from previous years have reached the Ontario Human Rights Commission (OHRC). I obtained the advice of the University's lawyers before answering questions posed by OHRC representatives regarding the disposition of these cases within the University.

SUMMARY

The province of Ontario is on the verge of one of the greatest increases in demand for university opportunities in its history. The impact of this demand is likely to be most severe at this University as we go in search of new faculty and administrative staff to meet what some have projected will be an increase in demand for university education by as much as 40%. The surge in demand is expected to begin in 2002 when secondary school reforms will result in an abrupt rise in the number of students graduating from high schools.

The goal of appointing 80-100 new faculty each year in the next four to five years will put us in direct competition with other universities in the province also seeking to increase their faculty complement, albeit on a smaller scale.

As we compete to attract the best and brightest educators and researchers to the University we must not lose sight of the commitment we have made to equity. We need to explore every available option to attract applications for faculty positions from individuals belonging to groups not

sufficiently well represented at this university. Advice should be sought from those members of our community and persons in the external community whose expertise would be useful in deciding which resources locally, nationally, and internationally we should tap to bring a greater degree of diversity to our applicant pool.

The equivalent task at the administrative level needs to be addressed also, especially as we try to fill positions at more senior levels. In fact, there is a heightened need to ensure that equity is kept in the decision making process at all levels as we engage these new challenges. Some members of our community are fearful that equity issues will be forced to take a back seat to others regarded as more pressing and more in keeping with the University's mandate. Ironically, all of this is happening at a time when improvements at the University have eased some severe complications for economically disadvantaged students. This year, I had the fewest complaints about financial distress since this office was established. The funding committed by the University last year to ensure that no student would have to drop out purely for financial reasons has had a lot to do with this change. This trend has also been helped by the funding which has been available to Black students from an anonymous donor. It will be helped further by the endowments to Aboriginal students which I have outlined above.

The proposal by the School of Graduate Studies to raise a million dollars to establish a permanent University of Toronto fund to bring refugee scholars to the University for a fixed term is a very worthy initiative. Many of these individuals are outstanding scientists, humanists and social scientists and should make a significant contribution to our intellectual vitality. Even at a time when our resources are stretched we should support this initiative.

It is entirely possible that by the end of the first decade of the new century, if we make proper use of the opportunities which these and other challenges will create, the University of Toronto will be a far more diverse and representative institution, better suited to the needs of the community it is intended to serve.

Kelvin E. Andrews  
Race Relations and Anti Racism  
Initiatives Officer  
July 1999

SEXUAL HARASSMENT EDUCATION, COUNSELLING AND COMPLAINT OFFICE

ANNUAL REPORT  
1 JULY 1998 TO 30 JUNE 1999

INTRODUCTION

This year there were 216 complaints to the Sexual Harassment Office, of which 51 went through the Formal Complaints procedure. These figures are not significantly different from those of the last two years, although the ratio of Formal Complaints to the total volume of enquiries to the Office continues gradually to increase. (The equivalent numbers for the years 1996-97 and 1997-98 are, respectively, 217 and 36, and 226 and 48).

There are, from year to year, some fluctuations in the statistics concerning the character of complaints, or the constituencies represented in my case files, but I am loath to draw too many inferences from these. Often an apparently significant increase in the number of complaints against, for example, staff members, will represent a series of events - a complaint, followed by two or three customised education sessions, which in turn uncover several further complaints -

in just one department of the University. People are encouraged to bring their own concerns forward by the apparent utility, to their friends, or their fellow students, or their colleagues, of having used the resources of the office. Thus a statistical indication of increased numbers of complaints from one particular Faculty can be misleading.

The *Policy and Procedures: Sexual Harassment* covers members of the University when they are on University premises, or when they are carrying out a University-related activity or business. Some members of certain federated colleges and of certain bargaining units are excluded from the *Policy's* ambit, but otherwise it encompasses the activities of all students and all employees. This includes faculty-appointed physicians working in teaching clinics and hospitals; it includes students enrolled in continuing studies courses; and it includes post-doctoral students, part-time coaching staff, and temporary project staff. In other words, the jurisdiction of the *Policy* extends to a community that is even broader and even more diverse than the one generally conjured in our idea of the University; a community that, by my reckoning, numbers about 85,000 people.

The 200 and more complaints that reach the Sexual Harassment Office every year thus represent a minuscule proportion of the incidents of sexual harassment arising in the community. They may represent a particular 'type' of incident - the type that, among other possible characteristics, is likeliest to reach a complaints-based office - but I cannot say even this with any degree of certainty. Rather than focusing on the figures and what we might imagine them to mean, I prefer to concentrate on ensuring that the complaint-management process is, at all stages, accessible; is efficient; and is conducted with fairness.

COMPLAINTS

Formal complaints: 51

Constituency of complainant and respondent					
	staff respondent	faculty respondent	graduate respondent	u/graduate respondent	total
Complainant:					
staff:	10	1	3	1	15
faculty:	-	2	-	-	2
graduate:	1	6	4	2	13
undergraduate:	2	3	9	7	21
total	13	12	16	10	51

Gender of complainant and respondent			
	Female respondent	Male respondent	total
Female complainant	2	40	42
Male complainant	1	8	9
total	3	48	51

Form of sexual harassment		
Part A s.1(f)(i) promise of reward	17*	harassment based on sex
Part A s.1(f)(ii) threat of reprisal	16*	harassment based on sexual orientation
Part A s.1(f)(iii) physical conduct	28*	
Part A s.1(f)(iv) verbal conduct	49*	
sexual assault		
physical assault		

\*complainants usually refer to more than one form of harassing behaviour by respondents



Outcome of Formal Complaints	
Withdrawn before stage 1	-
Resolved at stage 1: informal resolution	27
Withdrawn before stage 2	-
Resolved at stage 2: mediation	17
Withdrawn before formal hearing	-
Disposed of in formal hearing	-
Suspended during other proceedings	-
Dismissed	-
In progress	7

### INFORMAL COMPLAINTS : 165

Constituency of complainant and respondent						
	staff respondent	faculty respondent	graduate respondent	u/graduate respondent	anonymous respondent	respondent off campus
Complainant:						
staff:	23	8	8	7	7	5
faculty:	3	3	4	5	3	-
graduate:	3	11	10	-	1	1
undergraduate:	3	6	3	23	7	7
off campus:	2	1	1	-	1	9
total:	34	29	26	35	19	22

Gender of complainant and respondent			
	Female respondent	Male respondent	Unidentified respondent
Female complainant	7	116	-
Male complainant	15	27	-
total	22	143	-

Form of sexual harassment	
Part A s.1(f)(i) promise of reward	19*
Part A s.1(f)(ii) threat of reprisal	19*
Part A s.1(f)(iii) physical conduct	64*
Part A s.1(f)(iv) verbal conduct	97*
sexual assault	8*
physical assault	7*

\*complainants usually refer to more than one form of harassing behaviour by respondents

Reasons for not using the Formal Complaints Procedure	
Fear of repercussions	11
Complaint out of time	3
Party/parties outside jurisdiction	22
Respondent anonymous or unknown	19
Behaviour outside definition	32
Criminal proceedings initiated	24
Other proceedings initiated	16
Sought advice/counselling only	25
Complaint adjudged frivolous/vexatious	-
Complaint adjudged unfounded	8
Respondent covered by collective agreement	5

### Nature of complaints

The circumstances in which a complaint of sexual harassment concerns a deliberate, coercive attempt at sexual manipulation, or an explicit display of power, are the exception. Likewise, the extent to which people complain officially about workplace teasing and banter, sexist jokes, and similar lapses in so-called political correctness, is vastly exaggerated. The majority of incidents which I am called upon formally to deal with are of behaviours which could potentially have a significant adverse effect on the complainant's working or learning environment, but which have not - yet - done so. In other words, complainants generally employ the complaints process preventively, in order to address serious concerns.

A proportion of complaints which reach the office are of much more serious character. There have been threats; there has been direct interference with the complainant's access to University facilities or resources; there has been violence. In almost all such cases the

Formal Complaints procedure in the *Policy* is not the most appropriate instrument for us to use. I work closely with the Community Safety Co-ordinator and with the University of Toronto Police Services to ensure that we can address such cases swiftly and effectively. Colleagues in student counselling services and in registrars' and residence offices also play an important part in safeguarding the interests of students whose lives have been disrupted by violence and the threat of violence.

The Formal Complaint process often sets in motion a series of corollary negotiations involving the parties. We may need to make alternative arrangements for evaluating a student's work, or a temporary alteration to a staff member's reporting relationships. We may need to move a student into a different residence, or reassign a Teaching Assistant. I rely heavily on staff and academic administrators across the University to help effect these changes, and to do so with discretion. I also owe an enormous debt of gratitude to those members of the University who volunteer their time and

expertise to assist in the mediation of Formal Complaints.

### Complaints outside the scope of the Policy and Procedures

Every year the office receives a significant number of complaints which fall outside the scope of the *Policy and Procedures: Sexual Harassment*. This year almost a quarter of all complaints were either of conduct that the University does not define as sexual harassment, or about the activities of persons over whom the University has no authority.

The concerns presented in these cases are, however, in almost every case, in some way pertinent to the University. A typical example of a complaint in this category is the case of a University of Toronto student who has a part-time job in which she or he is experiencing harassment. Students often contact University offices for assistance in dealing with problems at work, or indeed at home; it is incumbent on us to offer such help as we can simply in order to enable students to persist with their academic studies. Similarly, employees will request advice from the office about experiences encountered by their partners or children at other universities; inasmuch as I can do so, I provide such assistance.

Likewise, individuals will often contact the office with a concern about conduct which, while we might not define it as sexual harassment, we clearly need to address. In common with other complaint-based offices in the University, the Sexual Harassment Office functions as a confidential referral service.

The circumstance in which we cannot provide assistance is that in which the complaint is altogether outside the scope of the University's interests. The University is large; it is an important feature of the Toronto landscape; its activities attract considerable attention. The telephone numbers of its administrative offices are publicly listed. Moreover, numbers of alumni - worldwide - still have a significant connection to it. It is not surprising, then, that the office receives external requests for help. It is also, perhaps, symptomatic of the lack of equivalent resources to people outside the University. For this and related reasons, I contribute a certain amount of my time to community initiatives on workplace harassment, and I have found that the effort is eventually more than reciprocated by the community organisations I work with.

### POLICY DEVELOPMENT

Employees of the University who are members of bargaining units are covered by the provisions of the *Policy and Procedures: Sexual Harassment* only where there is language to this effect in their collective agreement with the employer. My view is that, where possible, we should incorporate the language of the *Policy* into every new collective agreement. We can thus assure every University employee of access to the resources of the office, and of fair and equivalent treatment in the carriage of complaints. With the certification of the United Steelworkers of America to represent administrative staff at the University comes the process of negotiating a first collective agreement; I have been involved in discussions with the negotiating team, and have similarly contributed to negotiations of renewed

collective agreements with other employee groups.

I have contributed to discussions in several academic departments about the issue of conflict of interest, and more particularly about the conflicts of interest that arise when teachers and students are involved in romantic or otherwise intimate relations. The concept appears to be a difficult one for many individuals to grasp, and is, I think, imperfectly understood even by many academic administrators. I raise the matter regularly in training sessions, and have drafted a sample memorandum for circulation to staff in specified departments.

### COMMITTEES

I contribute to the work of the Campaign for Positive Space, and this year, with financial assistance from the Office of the Vice-Provost, Students, have begun to develop training materials for students and student services staff on creating positive space for lesbian, gay, bisexual and transgendered members of the community. I am part of the committee run by the Counselling and Learning Skills Service which is developing proposals to provide emergency support and crisis response to students; I am also a member of the group co-ordinated by Disability Services to Students which is developing support models for students with psychiatric difficulties, as participants in a Canadian Mental Health Association project on *Supports for Higher Education: Spreading the Word about Best Practices*.

I am also a member of the Ethics Committee of the Ontario Gymnastic Federation, and of the Homophobia Working Group of the Canadian Association for the Advancement of Women into Sport and Physical Activity.

### EDUCATION AND PUBLIC AWARENESS

I continue to devote as much attention as possible to educational and training initiatives. In the past year, along with the Canadian Union of Public Employees, the Community Safety Co-ordinator, the Race Relations and Anti-racism Initiatives Officer, and the Labour Relations Department, I have been involved in developing and delivering training sessions for 800 caretaking staff, and their supervisors. I have also taken part in management training, through the Leadership Development program and the Advancing Into Management program; I have run a number of educational sessions for Teaching Assistants, residence staff, athletics centre staff, grounds staff, and front-line administrative staff; I developed, with the Community Safety Co-ordinator and the Labour Relations Department, a training module for dealing with aggressive employees; and I have contributed regularly to educational sessions for students who work for the University: as residence dons, as summer grounds employees, as camp leaders, as Walksafer staff, as peer counsellors, as mediators, and as student leaders.

I presented two sessions at *The Way Forward*, a conference on sexual harassment sponsored by a coalition of community and labour groups in London in the fall, and, with Professor Sandy Welsh from the Department of Sociology and Gillian Morton from the U of T Women's Centre, I co-presented a panel



at the *Violations* conference, organised this spring by the Department of Sociology. I also delivered a workshop at the annual conference of the Canadian Association Against Sexual Harassment in Higher Education, along with colleagues from the University of Western Ontario and the University of Toronto, on dealing with harassment in inter-university athletics.

*Paddy Stamp  
Sexual Harassment Officer  
September 1999*

## THE STATUS OF WOMEN OFFICE

### ACTIVITIES FOR 1998/99

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office is broad — it encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the removal of all systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude. The Office consists of myself as the Status of Women Officer, working half-time this year for the second year, and 50% of the time of an administrative Assistant to the Office.

The responsibilities of the Status of Women Office include:

- pursuing the goal of full gender equity at the University by being involved in the development of policies and practices that will contribute to this goal and by working to be an effective catalyst for change;
- working, through education and advocacy, to create an environment free of sexism and heterosexism;
- advising the President and other senior administrators on issues and concerns relating to the status of women at the University;
- initiating and assisting research into the status of women at the University;
- organizing and sponsoring activities relevant to women at the University;
- communicating and working with other individuals involved in women's issues both inside and outside the University.

### Activities for 1998/99

Activities centred around fulfilling the responsibilities of the Office and working to achieve the priorities that had been set for the year. The central goal of the Office has been the development and monitoring of policy related to the improvement of the status of women at the University. With respect to this objective I have continued to meet regularly with members of the senior administration (the President, the Provost and other Vice Presidents and many of the Principals and Deans). I have also continued to attend meetings at which policies are being either developed or discussed (e.g., Academic Board, University Affairs Board, PDAD&C, Governing Council).

On behalf of the Provost, I met (for the fourth year) with faculties/departments engaged in searches for new tenure-stream faculty members. However, due to limited time I met mainly with those new to the process or by invitation. The goal of the meetings is to provide advice on **proactive faculty recruitment** in order to expand the pool of excellent applicants from the four groups designated by the University's Employment Equity Policy. In addition to proactive recruitment, the presentation focuses on an inclusive interview process and the relationship between equity and excellence.

I was a member of a number of **committees**, including selection committees for the position of Director, Women's/Gender Studies Institute; Director, Student Recruitment; Director, Student Affairs; an equity position in the Department of Family and Community Medicine, Faculty of Medicine. (For the latter search, I helped with the conceptualization of the position and the job description). I was a member of the committee to advise the Provost on the appointment of the new Vice-Provost. At the University of Toronto in Mississauga I was a continuing member of the Principal's Advisory Committee on Diversity and Excellence and was on the search committee for a Diversity Officer at UTM. I am a member of the Research Advisory Board. I am a member of the financial aid implementation committee. I was a member of the committee that produced "Student Involvement in the Planning Process: A Raising Our Sights Companion Document." I am on the Human Resources Management Board and the Steering Committee for negotiations with the Steelworkers Union. I am on the advisory committee for the New College Equity Studies Programme and the advisory committee for Disability Services, St. George campus. I participated in a group involved in outreach and summer mentoring programmes. I helped with the selection of National Scholars, interviewing candidates and reviewing files with respect to high need students.

I met with the **Advisory Committee** to my office. The committee is composed of administrative staff, students and faculty from all three campuses who either represent particular groups or come as individuals with an interest in women's issues. The committee provides a forum for discussing ideas, projects and concerns.

I met regularly with my EIAG colleagues, both at formal meetings and in smaller groups that dealt with particular issues as they arose. I participated with my EIAG colleagues in meetings with a variety of people in the University community as outlined in the report of the Convenor.

I met with **University groups and committees dealing with women's issues**. In most instances my involvement with these groups and committees has centred around both general participation and the development of specific initiatives and projects. Examples include: planning events; discussing issues of combining work and family for faculty members; career development and training for administrative staff; career development for women graduate students in science. I participated in the establishment of a Women in Arts and Science Committee. I met with many of the women working with the University of Toronto Police, on an on-going basis.

I provided a number of faculties with information and materials on faculty **mentoring programs**. I was a member of the Mentoring Partnership steering committee. The mentoring partnership pilot programme is a mentoring program sponsored by Human Resources to facilitate career development for senior and administrative managers.

Some of my activity focused on **consultation and education** with respect to gender and equity issues. I took part in several student orientation activities, gave lectures (including a lecture on inclusive teaching for THE 500, the course designed to teach graduate students to teach), made presentations and facilitated discussions on a number of occasions. I contributed to sessions sponsored by the Faculty of Applied Science and Engineering on Research Ethics. I participated in the planning of orientation for new academic administrators and for new graduate coordinators. I made presentations in several departments. I was an invited speaker at a student-run session on Equity in Education for pre-service students at OISE/UT. I attended an early retreat for the new Women's/Gender Studies Institute. I was also invited to speak to the women physicians at Sunnybrook and Women's College Hospitals.

I was active in the continuation of **The Campaign for Positive Space** which was launched Winter 1996. The campaign centres around the distribution of a small rainbow triangle sticker intended to enable staff, faculty and resident students to signal their support for a campus that is welcoming of sexual diversity. The stickers are accompanied by a pamphlet explaining the campaign and providing a list of relevant resources for lesbian, gay and bisexual members of the University community. This year we re-launched the campaign and re-designed the sticker and the pamphlet.

I was involved with the collection, analysis and distribution of **data** related to women's and equity issues. I responded to dozens of information requests for data on "the status of women" from both inside and outside the University. I was involved in the preparation and analysis of data regarding **employment equity**. A committee, chaired by the Vice-President, Human Resources and Administration, has taken on responsibilities for employment equity. As a member of this committee I participated in the preparation of the third revised and expanded Annual Employment Equity Report. The report provides a detailed description of the status of women who are University employees. It provides a "snapshot" of all employees at a particular point in time, including those whom we have most recently hired. It attempts to characterize departures, promotions and kinds of training. In addition it describes the senior management of the University.

The Office continued production of an **electronic newsletter**. Women on the Wire - WOW. WOW contains brief articles dealing with women's and equity issues and listings of events, conferences and information of interest to university women. The newsletter is available on the web. It can be accessed through the University of Toronto Home Page or through the Status of Women Office Home Page. The specific url is: <http://www.library.utoronto.ca/www/wow/wowhome.htm>

I continued to deal with individual **cases** and complaints as they arose. The Office is not predominantly a complaints based office. However, over the course of the year I dealt with approximately 30 "cases". The number is imprecise because it is sometimes difficult to know what to count. In some instances I received calls from individuals with questions about University policy or the treatment they had received. Approximately equal numbers of staff, students and faculty called in this context. Their issues included relationships with supervisors, intellectual property, curriculum, access to programs and facilities, compensation, termination, perceived bias in hiring and promotion practices. Some individuals called to complain about aspects of University life (events, publications) that they felt reflected or promoted gender bias. Typically my role was to provide information and advice on how to proceed, whom to contact, how to best present a position. I often worked with other members of the EIAG. In a few instances a "case" involved no more than a single phone call. More typically it involved several calls and several meetings. Apart from providing advice to individuals, the complaints aspect of my work often points to more general problems or issues that need to be addressed. In addition, the Office receives dozens of calls each month with **requests** for materials, resources or information.

The Office was involved in a number of **events**:

- A memorial event on the St. George Campus to commemorate the massacre of 14 women at l'Ecole Polytechnique in Montreal, on December 6, 1989. Events were independently organized at both the University of Toronto in Mississauga and the University of Toronto in Scarborough.
- Take Our Daughters to Work. Approximately 300 girls between the ages of 9 and 15 accompanied University of Toronto staff to work and participated in job shadowing and a number of organized activities. This was the fifth year that the University sponsored this event. The event was independently organized at the University of Toronto in Mississauga for the second time this year.
- The Office co-sponsored, with the Family Care Office, the office of the Vice-President, Research and International Relations and the Provost's office, an event for women faculty women and librarians. Approximately 60 women faculty and librarians came to a buffet lunch and attended two of four concurrent workshops. This was the third year that we sponsored this event.
- For the second year the Office and the Undergraduate Women's Studies Programme, St. George campus, co-sponsored an event for International Women's Day.
- This year the Women's Centenary Lecture, which is supported through the Status of Women Office, took place at UTM.
- For the first time an event for women graduate students interested in pursuing academic careers was co-sponsored by the Status of Women Office, the Family Care Office, the Graduate Students Union and the



Office of the Vice President, Research and International Relations. Approximately 80 graduate students attended.

### Wearing two "hats"

This year was the second year that the position of Status of Women Officer was not a full-time position. I spent 50% of my time as the Status of Women Officer and the other 50% as the Director of the Transitional Year Programme (TYP).

As I noted in last year's report my list of activities may not seem very different from the years in which I worked as Status of Women Officer full time. However, for some activities Status of Women and TYP time overlapped. It was sometimes difficult to know which "hat" (Status of Women or TYP) led to my participation in a particular activity or on a particular committee. In some instances both hats played an important role and I would probably have participated if either hat were the only one I wore. Examples of this were: the financial aid implementation committee; National Scholar selection; the New College Equity Studies Programme; advisory committee for Disability services; the Human Resources Management Board; outreach and summer mentoring

programmes; THE 500; attendance at Academic Board and PDAD&C.

Like last year, I found it somewhat more difficult to initiate new projects. It was also difficult to maintain a presence on all three campuses. I had less time to simply meet with people, go to talks, events and gatherings (which have served as both professional development and as an effective means of networking).

### End of Term

I have been doing this job, with a seven month hiatus, since January 1992. I have found it an incredibly enriching experience which has made me view the world and the University differently. While I had always been a feminist of some sort, I have come to have a much richer interpretation and appreciation of the issues that affect the lives of women in a university setting. While I had always valued being a member of the University of Toronto community, I have come to see the University as a truly impressive and remarkable institution. I have come to this view even though I have observed many of the worst as well as the best aspects of the institution. Also, I have benefited enormously from the individual people with whom I have worked.

I have come to know many wonderful people I would otherwise never have met. This includes members of the senior administration, faculty, students and staff. I particularly value my connections to members of the administrative staff. As a faculty member I have tried to understand the issues of the administrative staff, and this has, in turn, greatly enhanced my understanding and appreciation of the university.

This year I participated in the Review of the Office and made a presentation to the Search Committee for the next Status of Women Officer. I told both the Review and Search committees that for me the job has involved patience, perspective and a lack of a "bottom line." By lack of a "bottom line" I mean that it is often difficult to gauge what impact an initiative or intervention has had. Therefore, at this time I would like to reflect on the future and leave what I have done in/for the job for others to decide.

There are some who see the large numbers of women at the University and question the continued need for a Status of Women Office. However, it is important to realize that the central concern is not just numbers. All women must be included, and there are issues of distribu-

tion and of treatment. We need to be more inclusive and better understand the experiences of women of colour; we still see very few women in positions of power in the University; we need to be vigilant with respect to the impact of societal economic circumstances on women; we need to see more women in the sciences, as teachers and students; and women students still need to see themselves reflected more in the curriculum, as well as in the faculty who teach them. There are still instances where women — faculty, staff and students — are exposed to insensitivity, sexism and inappropriate words and behaviours. There is still room to make the workplace more flexible to better meet the needs of women staff and faculty. While there have been many positive changes for women in the University over the past years, I look forward to many more in the future.

Overall, I have found my job challenging, rewarding, interesting and often fun. It has been a pleasure and a privilege to be the Status of Women Officer for the University of Toronto.

*Rona Abramovitch  
Status of Women Officer  
June, 1999*

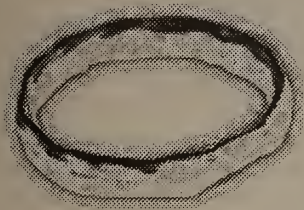


# Canada Post Issues Ring Stamp

BY JANET WONG

CANADA POST IS HONOURING the 75th anniversary of the iron ring ceremony for engineers, a ceremony that had its origins at U of T, with a commemorative stamp to be issued April 25.

The Ritual of the Calling of an Engineer, or the iron ring ceremony as it's commonly known, has a history dating back to 1922 at a meeting of engineers in Montreal.



One of the speakers was U of T civil engineering professor Herbert Haultain. He felt that an organization was needed to bind all members of the engineering profession in Canada more closely together. He also felt that a statement of ethics to which a young engineering graduate could subscribe should be developed.

Haultain wrote to renowned poet Rudyard Kipling, who had

made reference to the work of engineers in some of his poems and writings, and asked for his assistance. Kipling soon produced both an obligation — an oath of professional standards and honour — and a ceremony formally entitled The Ritual of the Calling of an Engineer.

The first ceremony was held at the University of Toronto in 1925, with the first rings made of "hammered iron." The ring itself symbolizes the pride that engineers have in their profession while at the same time reminding them of their humility.

Why humility? According to Malcolm McGrath, assistant dean (alumni liaison) in the Faculty of Applied Science and Engineering, it is to remind engineers that they are not infallible. "No matter how hard you try, there are times when Mother Nature will get the best of you. All we have to do is look at what happened in the ice storm [of 1998] to remember that."

The ring has been registered and may be worn on the little finger of the working hand by any engineer who has undertaken the oath at an authorized ceremony of the Ritual of the Calling of the Engineer.



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*The University of Toronto invites nominations and applications for the position of Dean of the Faculty of Applied Science and Engineering.*

The Faculty is committed to ranking among the best Engineering Faculties in the world. It is divided into five departments (Chemical Engineering and Applied Chemistry, Civil Engineering, Electrical and Computer Engineering, Mechanical and Industrial Engineering, Metallurgy and Materials Science), two Institutes (Institute for Aerospace Studies, Institute of Biomaterials and Biomedical Engineering), three Divisions (the elite undergraduate Engineering Science program, Environmental Engineering, and Mineral Engineering) and several Centres. The Faculty has 3400 undergraduate and 1000 graduate students, including over 400 working towards doctoral degrees.

Acknowledged as a key academic leader within the University, the Dean will be skilled at representing both the Faculty and the University to the community. Consistent with this role and the Faculty's mission, the successful candidate should possess distinguished credentials as an educator and researcher, demonstrated leadership abilities, and a strong interest in academic administration in order to foster excellence in education, research and service. Vision, initiative, and the drive to enhance the Faculty's national and international reputation will also distinguish the successful candidate. In addition, candidates should have proven skills in communication and consensus-building with faculty, staff, students and alumni, and professional, community and government bodies.

In partnership with the University and prominent industry leaders, the Faculty has launched an ambitious fund-raising campaign focused on the establishment of thirty endowed Chairs. The Dean should be prepared to continue building the Faculty through leadership in fund-raising.

The appointment will be at an appropriate academic rank and at a salary level commensurate with experience. The Search Committee will begin its review of candidates' documentation in early February. The preferred starting date is July 1, 2000. The University of Toronto is an employment equity employer. In order to discuss this challenging position further, please reply in strict confidence to:

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12:00 - 1:50 p.m.

Room 2053,

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Wednesday January 26, 2000

**MARGRIT EICHLER**

Director, Institute for Women's Studies and Gender  
Studies

**Gender & Environmental Sustainability**

Thursday February 24, 2000

**LINDA MUZZIN**

Theory & Policy Studies in Education, OISE/UT  
**Can Feminism Change the Hard Sciences?**

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Departments of Botany and Zoology

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## UNIVERSITY OF TORONTO AT SCARBOROUGH

AN EXTERNAL REVIEW FOR THE DIVISION OF HUMANITIES,  
University of Toronto at Scarborough has been  
scheduled as follows:

Thursday, January 13 and Friday, January 14, 2000

### Committee Members:

*Professor Jessie Ann Owens*  
Department of Music  
Brandeis University

*Professor Douglas Walker*  
Dept. of French, Italian and Spanish  
University of Calgary

The Review Committee would be pleased to receive  
comments from interested persons. These may be  
submitted to Professor Joan Foley, Acting Principal and  
Dean, University of Toronto at Scarborough, Rm. S409,  
1265 Military Trail, Scarborough, Ontario, M1C 1A4 or  
e-mail foley@scar.utoronto.ca.

### AN EXTERNAL REVIEW FOR THE DIVISION OF PHYSICAL SCIENCES.

University of Toronto at Scarborough has been  
scheduled as follows:

Monday, January 17 and Tuesday, January 18, 2000

### Committee Members:

*Professor Ian Carmichael*  
Department of Geology & Geophysics  
University of California, Berkeley

*Professor Richard Kane*  
Department of Mathematics  
University of Western Ontario

The Review Committee would be pleased to receive  
comments from interested persons. These may be  
submitted to Professor Joan Foley, Acting Principal and  
Dean, University of Toronto at Scarborough, Rm. S409,  
1265 Military Trail, Scarborough, Ontario, M1C 1A4 or  
e-mail foley@scar.utoronto.ca.

AN EXTERNAL REVIEW FOR THE DIVISION OF SOCIAL SCIENCES,  
University of Toronto at Scarborough has been  
scheduled as follows:

Thursday, January 20 and Friday, January 21, 2000

### Committee Members:

*Professor Ralph Matthews*  
Department of Anthropology and Sociology  
University of British Columbia

*Professor Janet Momsen*  
Dept. of Human and Community Development  
University of California at Davis

The Review Committee would be pleased to receive  
comments from interested persons. These may be  
submitted to Professor Joan Foley, Acting Principal and  
Dean, University of Toronto at Scarborough, Rm. S409,  
1265 Military Trail, Scarborough, Ontario, M1C 1A4 or  
e-mail foley@scar.utoronto.ca.

AN EXTERNAL REVIEW FOR THE DIVISION OF MANAGEMENT,  
University of Toronto at Scarborough has been  
scheduled as follows:

Friday, February 4, 2000

### Committee Members:

*Professor Bruce Allen*  
Vice-Dean, Wharton Graduate Division,  
University of Pennsylvania

*Professor Lynne Pearson*  
Dean, College of Commerce  
University of Saskatchewan

The Review Committee would be pleased to receive  
comments from interested persons. These may be  
submitted to Professor Joan E. Foley, Acting Principal and  
Dean, University of Toronto at Scarborough, Rm. S409,  
1265 Military Trail, Scarborough, Ontario, M1C 1A4 or  
e-mail foley@scar.utoronto.ca.

# Trinity Art Stolen

BY MICHAEL RYNOR

TWO IMPORTANT PAINTINGS  
stolen from Trinity College in  
October have yet to be recovered  
and administra-  
tors are worried  
they may never  
be seen again.

A water colour  
representing  
King David pre-  
siding over his  
council as well as  
a large mixed  
media modern  
work entitled  
*The Patina on an  
Old Village* (pic-  
tured) by artist  
Juan Sala Santonia  
hung for years in  
the Combination Room of the college.

Henri Pilon, Trinity's archivist, is  
concerned that "the trail may be  
getting cold" for any further clues  
to the paintings' whereabouts.

"What is especially worrisome is  
that stolen paintings sometimes  
end up in pawn shops where they  
are bought by unsuspecting people  
who, when they pass away, leave the

and this system is continually  
reviewed, Pilon said.

The King David painting  
was brought from Abyssinia  
(now Ethiopia) by Samuel A.  
B. Mercer and  
donated to the  
college in 1945.  
Mercer was one  
of Canada's most  
recognized  
Egyptologists of  
the day and the  
only Canadian  
present at the  
opening of King  
Tutankhamen's  
tomb in 1922.  
The Santonia  
painting was  
donated in  
1994.



paintings to family members and  
the paintings end up being dam-  
aged or lost."

The college has upgraded its  
security measures over the years

Last year, a century-old,  
richly carved wooden bench  
was stolen from the college  
during business hours and is  
still missing.

## Chess Championships a Success

BY AILSA FERGUSON

IT TOOK WELL OVER A YEAR TO  
organize but the 1999 Pan-  
American Chess Championships  
competition, hosted by the U of T  
Chess Club, was a great success,  
says co-organizer Christopher  
Chu, a member of the chess club.

"We were extremely pleased  
with the turnout of the event,"  
Chu said. "It was very exciting to  
be able to attract players from all  
over North and South America to  
our city."

Held from Dec. 26 to 29, this  
was the first time in 15 years that  
the annual tournament, established

in 1945, has been held in Canada.  
The event attracted 335 players  
who competed in the three separate  
tournaments that make up the  
championships — intercollegiate,  
scholastic and open.

The intercollegiate tournament,  
known as the World Series of  
College Chess, was won by the  
University of Maryland Baltimore  
County, the defending champion.  
Of the 31 teams representing 19  
universities, U of T's 11th place  
showing was disappointing, Chu  
said. "However," he added "an  
encouraging sign is the depth of  
talent at U of T. This year we actu-  
ally sent five teams to the Pan-Am,

including one team composed  
entirely of newcomers to tourna-  
ment chess."

Stephen Glinert, a University of  
Toronto Schools Grade 11 student,  
won the individual category of the  
scholastic competition. Glinert,  
Chu said, "is widely regarded as one  
of the fastest-rising chess prodigies  
in Toronto." The prize for winning  
the tournament was a full four-year  
scholarship, valued at \$20,000 to  
\$30,000 US, donated by the  
University of Texas at Dallas to  
attend that university. In team play-  
ing, University of Toronto Schools  
placed second behind Stuyvesant  
High School of New York City.



## GOVERNING COUNCIL ACADEMIC BOARD BY-ELECTION TEACHING STAFF

Arts and Science - St. George  
Erindale College - Humanities

### Nominations open

September 13th, 9 a.m.

### Nominations close

September 24th, noon

### Positions

1 seat, Faculty of Arts and Science  
(St. George Campus)

1 seat, Erindale College - Division of  
Humanities

### Term

One year, commencing immediately upon  
election and continuing until June 30th,  
2000.

The membership of the Governing Council should reflect the diversity of the University.  
Nominations are, therefore, encouraged of a wide variety of individuals.

### Election

Ballots mailed September 29th  
Election closes October 15th at 5 p.m.

The Academic Board of the Governing  
Council includes 50 elected teaching staff.  
The Board and its committees are  
responsible for all matters affecting the  
teaching, learning and research functions  
of the University, the establishment of  
University objectives and priorities, the  
development of plans and the effective  
use of resources in the course of these  
pursuits.

Information and nomination forms are  
available from

Susan Girard  
Chief Returning Officer  
Room 106 Simcoe Hall  
978-8428



# How Much is Enough?

*A three-year degree graduate challenges proposal to drop 15-credit program*

By CHRIS TURNER

CONCERNS AND QUESTIONS HAVE arisen about a proposal to eliminate the three-year undergraduate degree in the Faculty of Arts and Science contained in the provost's recent discussion paper on enrolment expansion.

I feel that the ostensible reasons for this proposed change, though appealing and seemingly plausible on the surface, are inherently flawed. I am also concerned with how this change will impact future students who might otherwise have chosen to pursue a three-year degree.

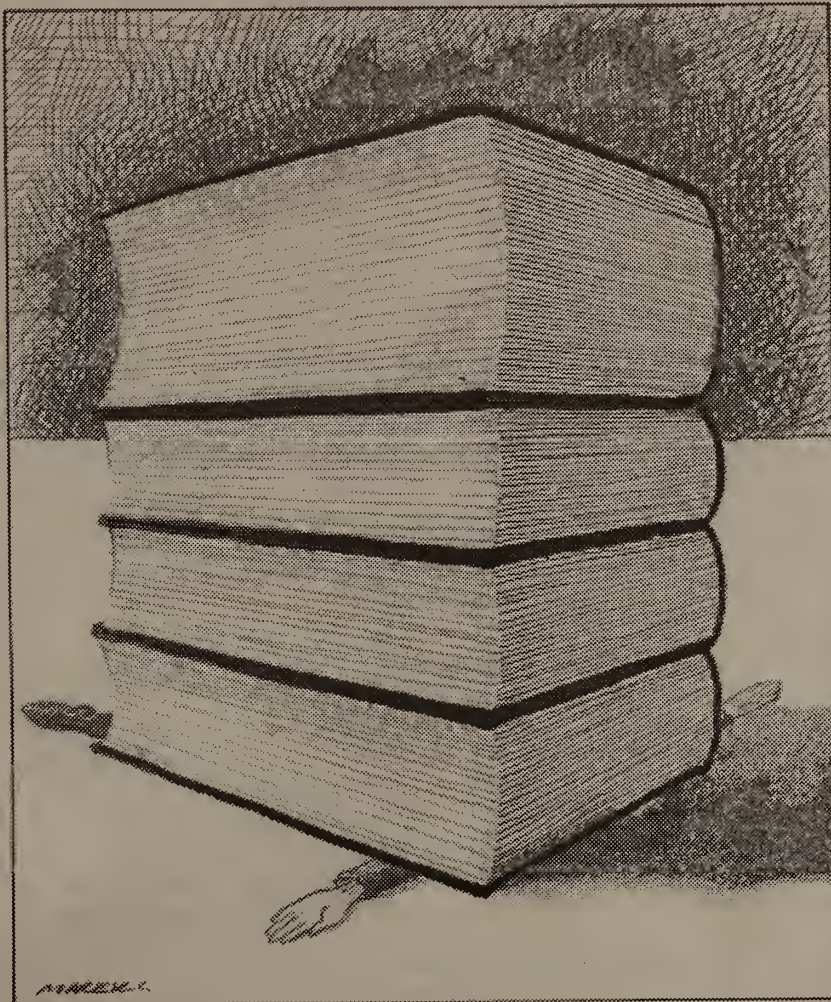
Specifically, U of T officials claim that they need to make this change — add one more year to the three-year program — to compensate for the “demise” of the current Ontario high school curriculum. But the claim of its “demise” is misleading because it contradicts what the Ministry of Education says about it.

A ministerial senior policy adviser informed me that, though condensed, the curriculum has been strengthened and “is designed to do in four years what the old did in five.” Furthermore, the adviser said that all Ontario academic credit (OAC) material is still present in the revamped curriculum. This contradicts what the discussion paper implies about OAC's so-called “demise” and thus calls into question the validity of the proposed change.

The claim that the reformulated high school curriculum lacks vigour is conjectural; there has been no evidence presented to back it up. This is surprising, given that in this rigorous academic setting the rules of analytical discourse dictate that claims must be substantiated. A claim not thus supported lacks credibility, cannot be called an argument and must therefore be rejected. Yet surprisingly in this case, even with no evidence, there are many academics on both sides of the issue who believe it to be true!

A second reason given for the elimination of the three-year degree is that it doesn't meet the North American standard of four years or 20 credits. This, too, is misleading because it presumes that there is such a continental-wide model. There is not. Four-year undergraduate degrees are standard in the U.S., but here in Canada we have had diversity in achievement at the undergraduate level — both three- and four-year degrees — for generations, with no problems. Both types of degrees are offered after either four or five years of high school.

This latter argument is not just about the shorter length of time required to get a degree; it is also about image. Dean Carl Amrhein of the Faculty of Arts and Science has said that we need to protect the validity of our degrees within this North American context. I inferred from his comments at a recent faculty meeting that he's worried our three-year degree will not be accepted as a valid entry to graduate degree programs, especially



in the U.S. Well, it is not designed to qualify anyone for graduate programs *anywhere*, including here at U of T. And everyone knows that.

All those students who want to go on to graduate school purposely take a four-year degree while those of us who are not interested take the three-year. So the dean's conflation of the two degrees, and their differing purposes, only serves to confuse. Many other respectable jurisdictions, such as the U.K., offer both three-year undergraduate and three-year doctoral degrees. Why should we follow the American model? *Geographical contiguity as a basis for absolute academic continuity across different jurisdictions* is not a convincing argument.

There is a need on the part of some U of T officials to constantly compare our great university to our American counterparts and to maintain lustrous appearances there. It's a psychological phenomenon called “impression management” and it is rooted in pride and fear. While to some extent this type of thinking may be necessary, an inordinate amount of projecting and protecting one's image can be problematic. In this case the result could be the elimination of a valid degree, one that is

valued and chosen annually by up to 40 per cent of all arts and science undergraduates.

Many of these are part-time students with full-time jobs and families to take care of. Raising the bar by five credits for them will make an already laborious task that much more onerous. In such a case they can expect to take another two-and-a-half to five years to complete their degrees. And it already takes many years for most of them. (It took me nine years to get my three-year degree).

Adding more summer courses will not, in my opinion, help part-time students get their degrees any faster because the condensed nature of summer courses, coupled with work and family obligations, make it impossible for most of them to take more than one course in summer anyway.

Furthermore, large sums of money would also be involved if this proposal is accepted. If the approximately 2,100 students who graduated with a three-year degree in 1998 had to return for an extra year, they would have to pay an outstanding total of \$10 million to U of T in tuition! Taking into account the huge increases expected both in enrolment and in tuition over the next 10 years, the cost to students — and the gain by the university — could soon be over \$30 million *annually*.

If U of T really wants to protect its image it might consider doing it here on the home front first. Amrhein has said that this plan is not about money. But the statistical forecast tells another story. Taking millions of dollars out of the pockets of an already burdened and

marginalized group of students would serve not only to exacerbate their burden but could be a public relations — or political — fiasco for the university itself.

I fear that the proposed changes would result in many students not completing a degree or, worse, not even making the attempt. That would be a great tragedy, but if it comes about as the result of an exercise in institutional and intellectual posturing, then that tragedy would constitute a shame. The desire for prestige can be very seductive and dangerous. “Pride comes before a fall” is an old proverb. In this case many thousands of students would be the casualties. Projecting and protecting U of T's image is not a necessary nor sufficient reason for eliminating the three-year degree. And its elimination would run counter to the principle of accessibility of education that U of T espouses.

Chris Turner received his B.Sc. in psychology and English from U of T in 1998. He is currently a freelance writer living in Toronto and welcomes feedback at his e-mail address: [chris\\_turner@stu.wdww.utoronto.ca](mailto:chris_turner@stu.wdww.utoronto.ca)

MAREK CIEZKIEWICZ

University of Toronto  
Richard Charles & Esther Yewpick Lee Chair in  
Chinese Thought and Culture Lecture Series  
Faculty of Arts & Science

## “Taoist Cosmology — An Interpretation Referring to Recent Textual Discoveries of Lao Zi”



by

Vincent Tsing-song Shen  
Department of Philosophy  
National Chengchi University (Taipei)



**Friday, January 21, 2000**  
**10:00 a.m. - 12:00 noon**  
**Woodsworth College, Room 126**

## CONTRACT RATIFICATION MEETING CHANGES

### IMPORTANT NOTICE TO ADMINISTRATIVE AND TECHNICAL STAFF REPRESENTED BY THE STEELWORKERS

Because of the TA strike declared at 3:00 p.m. on Jan. 7, the Steelworkers have had to revise meeting and voting arrangements. • All information meetings have been moved off campus. • A new off-campus voting location has been added for all campuses.

#### Revised locations and times : Scarborough

Meeting will be at 12:30 p.m. on Monday, Jan. 10 at the Howard Johnson Hotel, 940 Progress Court (Markham Road and Hwy 401) Markham Ballroom. Members may vote at this location from 12:30 until

30 minutes after the meeting.

You may still vote on campus outside the Council Chamber, from 2:00 p.m. to 5:30 p.m. Monday, Jan. 10.

#### St. George

The meeting location has been changed to the Park Hyatt Toronto (formerly the Park Plaza), Bloor Street West at Avenue Road. The meeting time is unchanged at 3:30 Monday, Jan. 10 - voting from 3:30 p.m. to 6:30 p.m.

We have added an off-campus location at 25 Cecil Street - between 8:00 a.m. and 6:00 p.m. Voting will still take place at

all previously announced St. George locations and times.

#### Erindale

Meeting will be on Tuesday, Jan. 11 at 12:30 at the South Common Community Centre, Burnhamthorpe Road at Glen Erin Drive. Members may vote at this location from 12:30 p.m. until 30 minutes after the meeting.

You may still vote on campus at the Meeting Place, from 2:00 until 5:30 p.m. Tuesday, Jan. 11.

You may vote at any of these locations and times  
**PLEASE CALL 506-9090 IF YOU HAVE QUESTIONS.**



## SPOTLIGHT ON RESEARCH

### RELIGION BUT NO POLITICS

#### Professor believes religious text Jewish, not Christian

An important book of the Bible, believed for centuries to be the work of a Christian author, may have been written by a Jew, says Professor John Marshall of the study of religion, author of *Parables of War: Reading John's Jewish Apocalypse*, to be published by Wilfrid Laurier Press.

The book will provide "a new interpretation of the Book of Revelation by understanding it as a document that came out of a Jewish environment, a Jewish religious sensibility and the particular circumstances of the Jewish diaspora," Marshall said. In his initial reading he found sections of Revelation confusing and inscrutable when read as a Christian document. Yet these sections made sense when examined as a Jewish text.

Marshall contends that Revelation has been misinterpreted over the centuries for a number of reasons. "Scholars have been reading this particular document from within a religious framework for a long time and there is a false idea that whenever any document mentions Christ it must therefore have been authored by a Christian. The control of texts is a continuing area of contention between Jews and Christians and the issue of how to share a text considered sacred is one that escapes a simple resolution."

Michah Rynor

#### Treatment difficult for HIV-infected street youth

Toronto street youth are especially vulnerable to HIV infection and their lifestyles hinder efforts to prevent the spread of the disease, says a study in the *Journal of Adolescent Health*.

"One of our most significant findings

was that many young people we spoke to living on Toronto's streets were very geographically mobile and the majority were not actually from Toronto," said Professor Stanley Read of pediatrics and chief of the division of infectious diseases at the Hospital for Sick Children, co-author of the study. "This frequent movement, combined with risky sexual and drug-related activity, complicates strategies to monitor and prevent HIV infection in this population."

Almost 700 street youth between the ages of 14 and 25 participated voluntarily in the study over approximately 10 months in 1991 and 1992.

All of the 15 youth in the study group who tested positive for HIV were male, with the highest infection rate in the 23- to 25-year-old group. Some of the reported risk behaviour associated with the HIV-infected young people included high levels of unprotected sex, prostitution and intravenous drug use.

"If we want to create and implement effective HIV prevention strategies for street youth, we have to acknowledge that they are a diverse and dynamic population," Read said. "We also have to understand the complicated social and environmental factors that have put them in a position where they engage in such dangerous activity."

Megan Easton

#### Study shows more seniors using antidepressants

Senior citizens, especially women, are more likely to use antidepressants as they get older, a study in the *Journal of the American Geriatrics Society* reveals.

Using figures from the Ontario Ministry of Health, researchers

examined the prevalence of antidepressant use in 1.4 million men and women 65 and older from 1993 to 1997. Overall the number of women in the younger group — 65 to 69 — using antidepressants increased by 21 per cent from 1993 to 1997, compared with a 37 per cent increase for women 90 and older. For men the respective increases were 25 per cent for the younger group and 46 per cent for the older group during the same time period. While antidepressant use was found to increase with age regardless of gender, women were 70 per cent more likely to use them.

"This may be good news for older people," said Professor Muhammad Mamdani of the Faculty of Pharmacy and an associate scientist at the Institute for Clinical and Evaluative Sciences. "These figures suggest that physicians may actually be improving their detection and treatment of mental health disorders in the elderly and are becoming more comfortable with prescribing some of the newer antidepressant medications."

Depression is the most commonly diagnosed mental illness in the aged, primarily due to circumstances that become more prevalent with aging such as disability, social isolation and economic impairment.

Steven de Sousa

#### Religious differences, peace co-existed in ancient city

Religious groups in the ancient Roman city of Caesarea Maritima (between the modern-day cities of Tel Aviv and Haifa) lived together peacefully and co-operatively, not just competitively, says Terence Donaldson, a professor of New Testament studies at Wycliffe College.

Jews, Christians and Romans lived together with no one group trying

to "co-opt the soul of the city," Donaldson said. "It's usually the religious conflicts that get recorded throughout the ages with no one bothering to chronicle the success stories that occurred. But during the first two or three centuries AD there is strong evidence of real co-operation and peace in Caesarea Maritima among these numerous religious communities who were living cheek-to-cheek on a daily basis."



Donaldson, editor of the soon-to-be-released book *Religious Rivalries and the Struggle for Success in Caesarea Maritima* (Wilfrid Laurier University Press), and his colleagues researched the history of the area based on literary and archeological evidence. "We asked ourselves what religious life might have looked like in a particular city prior to the conversion of Emperor Constantine (AD 312) and the Christianization of the empire. We were interested in the whole range of interaction, from co-operation and co-existence through to competition and conflict," he said. "We expected to find the latter but were surprised to find so much of the former."

Michah Rynor

#### Trauma patients need monitoring for infection

Trauma patients are at very high risk of developing infections while in hospital and should be monitored closely for early diagnosis and treatment, says a U of T study.

"Our results tell us we need to identify these high-risk patients in the beginning and be vigilant about watching for signs of infection," said Professor Andrew Simor of laboratory medicine and pathobiology and Sunnybrook and Women's College Health Sciences Centre, co-author of the study. "We know that infection is a leading cause of death in trauma victims who survive the first few days and this study points to why this is the case and what we can do to prevent it."

All trauma patients admitted for more than 24 hours to the regional trauma unit of the Sunnybrook and Women's College Health Sciences Centre in 1996 were included in the study. Of the 563 patients, 209 or 37 per cent developed infections — 76 per cent of which were contracted during hospitalization. The most common infections were those of the lower respiratory tract and the urinary tract; four patients died from their infections.

The analysis identified several risk factors for infection among these patients including longer hospital stays and multiple blood transfusions and surgeries.

"We've seen a lot of progress in recent years in the treatment and survival of trauma patients but the long recovery time in hospital leaves patients more vulnerable to infection," Simor said. "If we know and anticipate the risks for these patients we can develop more preventive measures."

Megan Easton

## CHANCELLOR OF THE UNIVERSITY

The deadline for nominations is 4 p.m.  
Tuesday,  
February 22, 2000



The College of Electors invites nominations for the position of Chancellor of the University for a three-year term commencing July 1, 2000. The present Chancellor, the Hon. Henry N.R. Jackman, is eligible for re-election.

The Chancellor must be a Canadian citizen.

Information about the Chancellor's duties and the process for nomination is available from:

The Secretary, College of Electors  
106 Simcoe Hall  
University of Toronto  
Toronto, Ontario M5S 1A1  
416-978-6576

UNIVERSITY OF TORONTO

## ISSUES IN URBAN HEALTH

The 22<sup>nd</sup> University College Symposium  
January 31<sup>st</sup> to February 4<sup>th</sup>, 2000



University College  
University of Toronto

Monday, January 31<sup>st</sup>  
Keynote Speakers

Sustaining Canada's Health System

Vivek Goel (Dept. of Public Health Administration)  
&

Making Health Within Reach of Everyone

Harvey Skinner (Dept. of Public Health Sciences)

Tuesday, February 1<sup>st</sup>  
The Breakdown

The University College Drama Program presents a special presentation of Diane Cave's acclaimed play.  
RSVP by January 26<sup>th</sup> to 978-8099.

Talks on a wide variety of topics take place daily from  
Tuesday, February 1<sup>st</sup> to Friday, February 4<sup>th</sup>

Programmes are available in UC Room 173.  
For more information please call 978-8091.  
All are welcome. Admission is free.



## BOOKS



**Elusive Subject: A Biographers Life**, by Phyllis Grosskurth (Macfarlane Walter & Ross; 259 pages; \$35). In this memoir Phyllis Grosskurth, the author of six internationally acclaimed biographies, examines her own life, chronicling the adventures of an exceptional literary career while charting the growth of an ambitious and talented woman. From a privileged childhood that ended with her father's financial ruin in the Depression through the trials of an early marriage and the stifling role of a navel wife to her academic career at the University of Toronto, she reveals a life as eventful, passionate and revealing of her times as that of any of her subjects.

**Pearls and Pebbles**, edited by Elizabeth Thompson (Natural Heritage; 211 pages; \$21.95). This edition of Catharine Parr Traill's *Pearls and Pebbles* reminds us of the significance of the writings of Traill, the aged author/naturalist who felt that the hours spent gathering the pebbles and pearls from her notes and journals written in the backwoods of Canada was not time wasted. Originally published in 1894, *Pearls and Pebbles* is an unusual book

with lasting charm in which the author's broad focus ranges from the Canadian natural environment to early settlement in Upper Canada.

**Origins of the Monologue: The Hidden God**, by W. David Shaw (U of T Press; 250 pages; \$50). Although focusing on the period of roughly 1830 to 1880 and on such principal creators of dramatic monologues as Robert Browning, Tennyson and William Morris, the book also examines monologues from Chaucer and Donne to T.S. Eliot, Randall Jarrell and Robert Lowell. Using agnostic theories of God's masks as a model for the masks poets assume when they write dramatic monologues, the book shows how important changes in cultural and intellectual history disturb and transform a major poetic genre.

**Human Survivability in the 21st Century**, edited by David M. Hayne (U of T Press; 156 pages; \$15). Resulting from a symposium of the Royal Society of Canada in November 1998, this collection of six papers examines the prospects for human survival and progress in the next century.

### ROYAL CANADIAN INSTITUTE for the advancement of science

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J.J.R. Macleod Auditorium

Medical Sciences Building, 1 King's College Circle  
Information: 416 928-2096 psych.utoronto.ca/~rci

#### 2000

Sunday 23 January at 3 p.m.  
**Science and Health in the New Millennium**  
John R.G. Challis  
Dept. of Physiology, University of Toronto

Sunday 30 January at 3 p.m.  
**Artificial Animals (and Humans):  
From Physics to Intelligence**  
Demetri Terzopoulos  
Dept. of Computer Science, University of Toronto

Sunday 6 February at 3 p.m.  
**Enhancing Drug Discovery  
Using Combinatorial Synthesis**  
Michael G. Organ  
Dir. York University Combinatorial Chemistry Facility

Sunday 13 February at 3 p.m.  
**The Kuiper Belt & the Origin of the Solar System**  
Martin Duncan  
Professor and Head of Physics, Queen's University

Sunday 20 February at 3 p.m.  
**Aging and Vision: The amazing, changing brain**  
Allison B. Sekuler  
Dept. of Psychology, U of T; President RCI

Sunday 27 February at 3 p.m.  
**The Development and Testing of a Full-Scale Piloted  
Ornithopter (Flapping-Wing Aircraft)**  
James DeLaurier  
Institute for Aerospace Studies, University of Toronto

Sunday 5 March at 3 p.m.  
**From People to Robots, and Back**  
Maja J. Mataric  
Dir. USC Robotics Research Labs; Dept. Computer Science & Neuroscience, University of So. California

Sunday 12 March at 3 p.m.  
**Wolves of Algonquin Park**  
John Theberge  
Dept. Ecological & Conservation Biology, University of Waterloo  
and, Mary Theberge Wolf Expert/Researcher

Sunday 19 March at 3 p.m. (for ages 8-88)  
**A brief tour of The Universe**  
Terence Dickinson  
Leading author, broadcaster, editor, columnist

## UNIVERSITY OF TORONTO CENTRE FOR INTERNATIONAL STUDIES

### Public Panel

## CUBA AND THE UNITED STATES: WHERE DO WE GO FROM HERE?

Chair: Janice Stein

Harrowston Professor of Conflict Management and Negotiations  
Director, Munk Centre for International Studies  
University of Toronto

Carlos Alzugaray Treto

Instituto Superior de Relaciones Internacionales  
Ministry of Foreign Affairs, Havana

Jorge I. Dominguez

Clarence Dillon Professor of International Affairs  
Director, Weatherhead Center for International Affairs  
Harvard University

Friday, January 21, 2000

4:00 - 6:00 p.m.

Sidney Smith Hall, Room 2117

100 St. George Street

University of Toronto



## GOVERNING COUNCIL Alumni Candidates

Forms and information about the  
Governing Council are available from:

The Secretary  
College of Electors  
Simcoe Hall, Room 106  
University of Toronto  
Toronto, Ontario  
M5S 1A1  
416-978-6576

The deadline for  
nominations is 4 p.m.,  
Tuesday, February 22, 2000.

The College of Electors invites  
nominations of alumni to serve on  
Governing Council for three-year terms  
commencing July 1, 2000. (Two to be  
elected.)

Members of the Council, the University's  
senior governing body, are volunteers who  
make a considerable time commitment.

#### Qualifications

- University of Toronto alumnus(a)
- Canadian citizen
- effective communicator
- of good judgment
- have broad community interests
- supportive of the U of T's mission
- willing to learn about the University's governance

The membership of the Governing Council should reflect the diversity of the University.  
Nominations are, therefore, encouraged from a wide variety of individuals.

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# CLASSIFIED

A classified ad costs \$15 for up to 35 words and \$.50 for each additional word (maximum 70). Your phone number counts as one word, but the components of your address will each be counted as a word, e-mail addresses count as two words. A cheque or money order payable to **University of Toronto** must accompany your ad. Ads must be submitted in writing, 10 days before *The Bulletin* publication date, to **Nancy Bush, Department of Public Affairs, 21 King's College Circle, Toronto, Ontario M5S 3J3.**

Ads will not be accepted over the phone. To receive a tearsheet and/or receipt please include a stamped self-addressed envelope. For more information please call (416) 978-2106 or e-mail [nancy.bush@utoronto.ca](mailto:nancy.bush@utoronto.ca).

## ACCOMMODATION RENTALS AVAILABLE — METRO & AREA —

**Short-term accommodation.** Bloor west area garden apartment. Close to subway. Quiet, comfortably furnished bachelor. Fully equipped kitchen. TV, VCR, phone. Private entrance. Garage. Reasonable rates. Suitable for U of T visitors. Reservations or brochure (416) 604-1476.

**Annex — Madison.** Furnished & equipped one-bedroom apartment, immaculate, in a quiet, smoke- & pet-free grand older home. Walk to U of T + ROM. \$1,400 inclusive. Available immediately. Phone (416) 967-6474. Fax (416) 967-9382.

**Annex. Walk to U of T,** subway 3 blocks; large fully furnished one-bedroom in renovated duplex, fireplace, 5 appliances, opens to backyard, air-conditioned, available January. \$1500 includes parking, cable TV, utilities, linens, cleaning. (416) 960-0312, [susan.eng@sympatico.ca](mailto:susan.eng@sympatico.ca)

**East Annex,** main-floor 1-bedroom + den + private basement in quiet owner-occupied original duplex on tree-lined Chicora Ave. Walk to U of T & ROM. 4 appliances, private entrance. Smoke-, child- and pet-free. Parking available. Unfurnished, no air. \$1,320 inclusive. (416) 922-0761.

**Riverdale, First Avenue,** 2-bedroom townhouse, 2nd floor. Utilities included, \$820. Call (905) 819-0857 evenings after 8 p.m.

**Annex.** Renovated, furnished one-bedroom. One quiet, non-smoker. Deck, two-level, hardwood floors, compact kitchen, bath (shower), laundry. 10 minutes to U of T. Permit parking. Available February. References. \$930 inclusive. Leave message (416) 923-9696.

**House on treed, deep lot.** 2 blocks Sheppard subway. Quiet, bright, fully renovated, new appliances, some furniture (optional). 2 bedrooms, bath, kitchen, dining, living, parking: 2 (port cochere). Basement: finished with kitchen, bath, bedroom, laundry. Shed, patio. No pets. Immediate. (416) 224-1804.

**Bathurst-Lawrence.** One-bedroom/den. Large, bright, great view, central air, unfurnished, 5 appliances, cable, parking. 30 minutes commute by car, 40 minutes by TTC to U of T. Minutes to Allen Expressway and 401. \$1,200 inclusive. March 1. Bill (416) 784-5978.

**Furnished efficiency apartment.** St. Clair/Christie. Congenial, quiet, adult home. Near TTC, short distance downtown. Attractive decor, bright, cozy. Private entrance, garden, laundry, cable, non-smoking, suit one mature person, no pets. \$475 includes utilities. (416) 654-0901, leave message.

**Lakeside 3-bedroom home** for rent. 5 appliances, double driveway, fireplace, backs onto park with tennis court and skating rink. 15 minutes to downtown. \$1,700 plus utilities. Available now. New Toronto area. (519) 599-6067.

**Annex area, Bloor/Madison Ave.** New, spacious, 1-bedroom basement apartment with large living room. Separate entry. \$1,035 inclusive. 10 minutes to U of T, close to shops, subway. (416) 967-0703.

**Bathurst/Eglinton.** Furnished 4-bedroom home. Large kitchen, large family room, two full bathrooms, study, central air. Garden, garage, steps to TTC. \$2,300 incl. Partial utilities. (416) 783-2239, [sfisher373@aol.com](mailto:sfisher373@aol.com)

**Jarvis/Gerrard.** Fully furnished 1- and 2-bedroom spacious condos in renovated building minutes from College streetcar and subway. Rent includes water and parking. Non-smoking faculty or mature students preferred. No pets. Available immediately. (416) 979-0028.

## ACCOMMODATION RENTALS REQUIRED

**Wanted: sabbatical house,** 2 months — May and June 2000. For medical/academic couple. Please contact (416) 586-5298.

**Professor and wife seek house** to rent in Annex, with self-contained third-floor apartment for graduate student son, beginning July 1. Prefer unfurnished, long-term rental. However, will consider one-year, furnished sabbatical house. Excellent references from U of T faculty. (416) 531-2905.

## ACCOMMODATION SHARED

**Charming & nearby, Cabbagetown.** Quiet furnished room, in house with shared kitchen, bathroom, laundry, garden, piano. No parking but close to TTC, shopping. \$600/month. Female non-smoker, references. Available now. Phone Joan, (416) 929-8714.

**Annex.** Shared accommodation/furnished. Sabbatical couple seeking a reliable and friendly woman to share Annex high-rise

furnished apartment with female Parisian exchange student February 1 — August 1, 2000. You take the bedroom with bathroom & balcony, shared kitchen & living room. \$500 inclusive. Secure building, laundry. Steps to TTC, amenities, U of T. Alan, (416) 944-1443.

## BED & BREAKFAST

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## MISCELLANY

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## RETIRING THIS YEAR?

I want to find and interview male professors who are in the last 12-15 months before mandatory retirement. I am a male retirement-age ABD doctoral student (OISE/UT) and my qualitative thesis research project will explore the pre-retirement experience as it is expressed across several vocations, including the professoriate.

If you would be interested in participating, please contact:  
**ERIC MILLER**  
[emiller@oise.utoronto.ca](mailto:emiller@oise.utoronto.ca)  
416-967-7780



# EVENTS



## LECTURES

**"For the Astonishment of All Enemies": A Look at Assyrian Propaganda and Its Audiences in the Reigns of Assurnasirpal II and Esarhaddon.**

WEDNESDAY, JANUARY 12  
Barbara Porter, independent scholar, Chebeague Island, Me. Auditorium, Koffler Institute for Pharmacy Management. 8 p.m. *Canadian Society for Mesopotamian Studies*

### Proofs and Pictures.

TUESDAY, JANUARY 18  
Prof. James Brown, philosophy. 5017A Sidney Smith Hall. 4:15 p.m. *U of T Mathematics Association*

### Seaside Life: The ROM's Taino Excavations in Cuba.

WEDNESDAY, JANUARY 19  
David Pendergast, Royal Ontario Museum. Lecture Theatre, Royal Ontario Museum. 5:15 p.m. *Archaeological Institute of America, Toronto Society*

### The Visual Rhetoric of Victorian Populizers of Science: From Reverent Eye to Chemical Retina.

THURSDAY, JANUARY 20  
Prof. Bernard Lightman, York University. 103 McLennan Physical Laboratories. 4:10 p.m. *Sigma-Xi Society*

## COLLOQUA

### From Episodic Memory Through Autoeotetic Consciousness to Proscopic Chronesthesia.

WEDNESDAY, JANUARY 12  
University Prof. Em. Endel Tulving, psychology and Rotman Research Institute. 2110 Sidney Smith Hall. 4 p.m. *Psychology*

### Did Paul Have a Geographical Mission Strategy?

FRIDAY, JANUARY 14  
Prof. Terence Donaldson, Wycliffe College. Centre for the Study of Religion, 123 St. George St. 1:10 p.m. *Study of Religion*

### Social Organization and the Spread of Epidemics in Northern Aboriginal Communities.

FRIDAY, JANUARY 14  
Prof. Anne Herring, McMaster University; Perspectives on Medical Anthropology series. 560A Sidney Smith Hall. 2 to 4 p.m. *Anthropology*

### Subsurface Contaminant Fluxes in the Greater Toronto Area.

FRIDAY, JANUARY 14  
Prof. Ken Howard, U of T at Scarborough. 158 Lash Miller Chemical Laboratories. 3:30 p.m. *Chemistry*

### Two Left Turns Make a Right: On the Curious Political Career of North American Philosophy of Science at Mid-Century.

THURSDAY, JANUARY 20  
Prof. Don Howard, University of Notre Dame. 179 University College. 4 p.m. *Philosophy*

### CP Violation in the K Meson System.

THURSDAY, JANUARY 20  
Prof. Edward Blucher, University of Chicago. 102 McLennan Physical Laboratories. 4:10 p.m. *Physics*

### Towards a Political Ecology of Disease: Pushing the Boundaries of Epidemiological Explanation.

FRIDAY, JANUARY 21  
Prof. Peter Brown, Emory University; Perspectives on Medical Anthropology series. 560A Sidney Smith Hall. 2 to 4 p.m. *Anthropology*

### Patterning and Manipulation of Supported Lipid Bilayer Membranes.

FRIDAY, JANUARY 21  
Prof. Steven Boxer, Stanford University. 158 Lash Miller Chemical Laboratories. 3:30 p.m. *Chemistry*



## SEMINARS

### Digital Diploma Mills: Technology in Higher Education.

WEDNESDAY, JANUARY 12  
Prof. David Noble, York University. 7-162 OISE/UT, 252 Bloor St. W. Noon to 1:30 p.m. *Adult Education, Community Development & Counselling Psychology, OISE/UT*

### Regulation of Carcinogen Metabolizing Enzymes During Cellular Injury and Inflammation.

WEDNESDAY, JANUARY 12  
Prof. Gordon Kirby, University of Guelph. 4227 Medical Sciences Building. 4 p.m. *Pharmacology*

### Mass Transport in Heterogeneous Biofilms.

WEDNESDAY, JANUARY 19  
Prof. Zbigniew Lewandowski, Montana State University. 116 Wallberg Building. 12:30 p.m. *Chemical Engineering & Applied Chemistry*

### Do We Need More Neurons in Our Brain?

THURSDAY, JANUARY 20  
Prof. Martin Wojtowicz, physiology. 3231 Medical Sciences Building. 4 p.m. *Physiology*

### A Conceptual Model of Independence and Dependence for Older Adults With Chronic Physical Disability.

TUESDAY, JANUARY 25  
Cheryl Cott and Monique Gignac, public health sciences. Suite 106, 222 College St. Noon to 1:30 p.m. *Human Development, Life Course & Aging*

### Current Issues in Consent: Implications for Psychological Practice.

WEDNESDAY, JANUARY 26  
Rick Morris, College of Psychologists of Ontario. 7-162 OISE/UT, 252 Bloor St. W. Noon to 1:30 p.m. *Adult Education, Community Development & Counselling Psychology, OISE/UT*

## MEETINGS & CONFERENCES

### Academic Board.

THURSDAY, JANUARY 13  
Council Chamber, Simcoe Hall. 4:15 p.m.

### Committee on Academic Policy & Programs.

WEDNESDAY, JANUARY 19  
Council Chamber, Simcoe Hall. 4:10 p.m.

### Business Board.

MONDAY, JANUARY 24  
Council Chamber, Simcoe Hall. 5 p.m.



## MUSIC

### FACULTY OF MUSIC EDWARD JOHNSON BUILDING

#### Small Jazz Ensembles.

WEDNESDAYS, JANUARY 12 AND JANUARY 19

Favourite standards and student arrangements and compositions; sponsored by Long & McQuade. Walter Hall. 8 p.m.

#### Thursday Noon Series.

THURSDAY, JANUARY 20  
Canadian Music Competitions, Stepping Stone winner. Walter Hall. 12:10 p.m.

#### Faculty Artist Series.

FRIDAY, JANUARY 21  
William Aide, piano. Walter Hall. 8 p.m. Tickets \$20, students and seniors \$10.

#### Voice Student Performance.

TUESDAY, JANUARY 25  
Featuring the outstanding students of the voice program. Walter Hall. 12:10 p.m.

### UNIVERSITY OF TORONTO AT SCARBOROUGH

#### The B-Girlz.

THURSDAY, JANUARY 13  
"Toronto's hottest drag group"; co-sponsored by cultural affairs' music and drama committees. Leigha Lee Browne Theatre. 6 p.m. Free. Reservations 287-7007.

## EXHIBITIONS

### THOMAS FISHER RARE BOOK LIBRARY

#### All in the Golden Afternoon: The Inventions of Lewis Carroll.

TO JANUARY 28  
Illustrated editions of *Alice in Wonderland*, *Alice Through the Looking Glass* and *The Hunting of the Snark* as well as other works by C.L. Dodgson; selections from the Joseph Brabant Collection. Hours: Monday to Friday, 9 a.m. to 5 p.m.

### JUSTINA M. BARNICKE GALLERY

#### HART HOUSE

#### TO FEBRUARY 3

#### Notable Selections.

Leading figures from U of T choose personally memorable works from the Hart House Permanent Collection. East Gallery.

#### A Strange Elation.

Photographs by Steven Evans from *A Strange Elation* — *Hart House: The First 80 Years*. West Gallery. Gallery hours: Monday to Friday, 11 a.m. to 7 p.m.; Saturday and Sunday, 1 to 4 p.m.

### NEWMAN CENTRE

#### A Spiritual Christmas.

TO FEBRUARY 4  
Works by David Rankine, Julia Pletneva, Bohdan Holowacki and Lynn McIlvride Evans. Ground Floor. Hours: Monday to Friday, 9 a.m. to 5 p.m.



## MISCELLANY

#### Help, I've Got Teenagers.

WEDNESDAY, JANUARY 19  
A practical and informative session on surviving and thriving through the teen years with your children led by Carole Yellin. Family Care Office, Koffler

Student Services Centre. Noon to 1:30 p.m. Information and registration: 978-0951 or [family.care@utoronto.ca](mailto:family.care@utoronto.ca). *Family Care Office*

### Juggling It All: Balancing Work, Family, Studies and Time for Yourself.

THURSDAY, JANUARY 20  
A practical session on balancing family responsibilities with work or studies led by Rosemarie Harrop. U of T at Mississauga. 10 a.m. to noon. Information: 978-0951. *Family Care Office and Human Resource Services, U of T at Mississauga*

### Cuba and the International Community in the 21st Century: Challenges and Prospects.

FRIDAY, JANUARY 21  
Carlos Alzugaray Treto, Ministry of Foreign Affairs, Havana, and Prof. Jorge Dominguez, Harvard University; collaborative MA in international relations workshop. Room 12-199, 252 Bloor St.

W. RSVP: Eileen Lam, 946-8917. *International Studies*

### Teaching and Learning Services Showcase: U of T at Scarborough.

TUESDAY, JANUARY 25  
Teaching and Learning Services at the Bladen Library is hosting an open house to showcase some of the courseware and special projects developed with Scarborough faculty. Bladen Library, U of T at Scarborough. 10 a.m. to noon. Information: 287-7504 or [library.scar.utoronto.ca/TLS/index.htm](http://library.scar.utoronto.ca/TLS/index.htm).

## DEADLINES

Please note that information for Events listings must be received in writing at The Bulletin offices, 21 King's College Circle, by the following times:

Issue of January 24, for events taking place Jan. 24 to Feb. 14: MONDAY, JANUARY 10.

For information regarding the Events section call Ailsa Ferguson, 978-6981.

# COMMITTEES

The Bulletin regularly publishes the terms of reference and membership of committees. The deadline for submissions is Monday, two weeks prior to publication.

## REVIEW

### COLLABORATIVE PROGRAM IN BIOETHICS

A committee has been established to review the collaborative program in bioethics. Members are: Professor Umberto De Boni, associate dean, Division IV, School of Graduate Studies (chair); Professor Joseph Boyle, philosophy and principal, St. Michael's College; Dr. Martin McKneally, Institute of Medical Science; Gary Goldsand, grad-

uate student, study of religion and collaborative program in bioethics; Professor Donna Wells, associate dean (education), Faculty of Nursing and director, collaborative program in aging and the life course; and Iva Berlekovic, School of Graduate Studies (secretary).

The committee would be pleased to receive comments from interested persons until Jan. 24. Submissions should be sent to Iva Berlekovic at the School of Graduate Studies, 65 St. George St; e-mail [iva.berlekovic@utoronto.ca](mailto:iva.berlekovic@utoronto.ca).

## UNIVERSITY OF TORONTO

# THE BULLETIN

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# A QUESTION OF FAIRNESS

*With the increase faculty hirings, now is a critical time to begin correcting inequities in faculty composition*

By CHANDRAKANT SHAH AND TOMISLAV SVOBODA

*"At the last meeting of the Governing Council I spoke of my convictions that we must ask ourselves what steps we can take to respond more fully to the changing cultural, racial and linguistic diversity of Toronto and our Province. The community around us has changed faster than we have changed ourselves. It remains clear to me that we have some catching up to do."*

President Robert Prichard, U of T Bulletin, Jan. 7, 1991

PRESIDENT PRICHARD MADE THIS STATEMENT TO Governing Council on the Report of the Presidential Advisors on Ethno-cultural Groups and Visible Minorities at the University of Toronto, also known as the Rossi-Wayne report and released in December 1990. Prichard's statement suggests a strong commitment, at that time, on the part of the university to address issues of ethno-racial inequity at U of T. With respect to faculty recruitment, the Rossi-Wayne report recommended the following:

"The university should establish a policy that encourages prospective faculty members from visible minorities to apply, and that gives them a fair chance of being selected. This would involve:

- Broadening the curriculum to encompass subjects of interest to a wide range of people;
- Making search committees accountable for advertising positions in such a way that qualified members of minorities are located and encouraged to apply;
- Making search committees aware that qualified candidates of all ethnic backgrounds must be given fair consideration; the disposition of candidates from ethnic minorities should be reported for all appointments;
- If candidates are equal academically, the candidate from a minority background and/or a woman should be given a bonus on the hiring grid."

We would like to draw attention to where we currently stand with respect to ethno-racial diversity within the faculty at U of T and where we can expect to be if we consider different hiring practices at the university.

First, to our knowledge, the above recommendations made by Rossi-Wayne were never actively implemented.

The University of Toronto is now entering a time of significant increase in new faculty hirings and we believe this may be a critical time to begin correcting still-existing inequities in faculty composition.

Provost Adel Sedra's office recently announced the university will hire 100 new professors per year for the next five years. Prime Minister Jean Chrétien has promised that the Canadian government will support approximately 2,000 new research chairs in universities across Canada over the next few years; U of T is likely to get 200 to 250 of these new professorial positions. The hirings that will occur in the next few years could have a significant impact on the ethno-racial composition of U of T's faculty for many years to come. This is due to the tenured nature of the professorial appointment, as once appointed to a job, most individuals stay at the job for a minimum of 30 years.

The university has demonstrated good intentions in trying to address ethno-racial inequities and some concrete steps have been taken towards this end. The establishment of First Nations House in 1992 to serve and support the needs of aboriginal students is a good example. Then, this summer, in an effort to attract more female and minority professors to U of T, Provost Sedra appointed Professor Rona Abramovitch as his adviser on proactive faculty recruitment. But the absence of a definite plan to address the lack of ethno-racial diversity within the faculty combined with the beginnings of a large faculty-hiring spree does not bode well for the future of ethno-racial diversity on campus.

In fact we believe that if we continue hiring visible minorities at the current rate, we may never achieve anything resembling a more diverse faculty. We believe that this is of great concern as the ethno-racial composition of the faculty is a critical test of the university's true commitment to equity. Equity in faculty composition reflects equity in positions of influence in leadership, mentorship and research.

WE HAVE DEVELOPED A MODEL THAT FORECASTS THE FUTURE composition of the university population given a hiring practice where, on average, 15 per cent of new faculty recruits belong to a visible minority. We also used the model to estimate the average length of time it would take for the ethno-racial composition of the faculty to reach the desired goal of 15 per cent, using a range of hiring practices. The 15 per cent figure is based on a balance between reflecting the current minority composition of the surrounding community and on minimal targets that some academic groups and authorities have set for themselves.

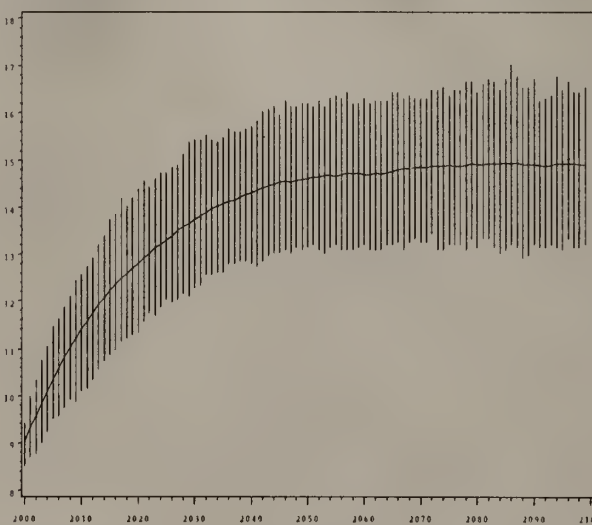
The current composition of the community depends on the boundaries we consider. In the Greater Toronto Area, visible minority and Aboriginal Peoples constitute 46 per cent of the population. This is projected to increase to over 50 per cent by 2000. In Ontario, the comparable figure is 15.8 per cent visible minority and 1.4 per cent aboriginal.

TABLE 1  
Summary of projections for different hiring practice options  
(based on 200 simulations for each option)

Percentage of new faculty who will be visible minority	Mean number of years to goal of 15%	Range of years (95% SR)
15%	54.5	25-119
20%	16.3	11-24
25%	10.1	7-13
30%	7.4	5-10

Note: The table is based on 5% new faculty being hired each year and a faculty population of 1,710. The mean is the average number of years obtained from the 200 simulations. The 95% simulation range (SR) is the range between which 95% (n=190) of the simulation results fell.

FIGURE 1  
Projected proportion of faculty who will be from a visible minority at the University of Toronto  
(Where each year 15% of new faculty will be from a visible minority)



NOTE: 1) solid curve indicates the average proportion of faculty who will be from a visible minority in each year.  
2) The vertical lines indicate the 95% confidence range for each year.  
3) The plot is based on results from 200 simulations of a 100-year projection.

There do not appear to be many policy recommendations around what an ideal faculty composition should be. In its handbook, *Toward Ethnic Diversification in Psychology Education and Training*, the American Psychological Association (1990) recommends that at least 15 per cent of faculty must be from visible minorities to maintain a minimal "critical mass."

The model we developed here used the current faculty population of the university, reported to be 1,710, of which 8.7 per cent self-identify as belonging to a visible minority. For the purposes of our simulation, we assumed a steady state where the yearly hiring rate would remain equal to the average reported attrition rate (due to faculty retirement or change of employment), currently about five per cent. We chose not to base our model on a quota system. For this reason we ran simulations based on a weighted coin model to account for the variation in the actual numbers and proportions hired from

year to year. To increase the validity and usefulness of our forecast, we performed 200 simulations for each of four different hiring practices and reported averages and 95 per cent "simulation" ranges. The simulation ranges that we report are those within which the results of 95 per cent of our simulations fell.

Using our simulation model, and a "minimal" hiring practice where 15 per cent of new recruits belong to visible minorities, we found that it would take somewhere between 25 and 119 years to reach a desired minority rate of 15 per cent. The average as well as the median was 54 years. Table 1 summarizes the expected projections when we increased the proportion of newly hired visible minority faculty to 20, 25 and 30 per cent. The graph in figure 1 illustrates what we can expect the composition of the faculty to be in the next 100 years with a "minimal" hiring practice.

A couple of policy relevant observations derived from our results are worthy of note. The results suggest that there is less than a 2.5 per cent chance of achieving our desired goal of 15 per cent visible minority faculty within the next 25 years with a "minimal" hiring practice. There is also a greater than 50 per cent chance that it will take more than 54 years to achieve this goal. However, if we hired, say, 20 or 30 per cent of all recruits as visible minority candidates, we would reach our desired goal in a much shorter time — between five and 24 years.

Limitations to our model include a lack of sufficient information to account for potential increases in faculty size over time. Modelling future faculty size was beyond the scope of this preliminary analysis. Finally, our knowledge of ethno-racial composition is limited to that obtained from self-reports from faculty members who are surveyed.

WHENEVER WE DEBATE ETHNO-RACIAL DIVERSITY many people view it to be either affirmative action or development of a quota system at the expense of academic excellence. This is further complicated by questions of the nature of academic excellence. We believe, however, that measures of academic excellence are set by society, that is, that they are constructed out of social interactions and are subject to social change, rather than preordained and immutable.

To speak against or for policies for increasing ethno-racial diversity is often interpreted as a racist or antiracist. These perspectives stifle informed dialogue and lead to silence. For the university community to move forward, dialogue is essential. The purpose of this piece is to encourage informed dialogue within the university community in terms of what direction we may be going with a range of hiring practices.

Two decades ago universities across the country, recognizing barriers against female academics, focused their hiring policies in such a way that we are now fortunate to have many more women as our colleagues in academic and leadership positions. The proportion of women academics is still short of the desired goal, although we have made some progress. If we truly believe that publicly funded institutions like ours

should reflect the society we live in and if we are really committed to diversity and social justice, then we may want to make similar efforts in the area of ethno-racial diversity. In that spirit, U of T should adopt the earlier stated Rossi-Wayne recommendations as its policy. It should also set a policy objective rather than quota, which indicates the minimum percentage of faculty members that should be from visible minority, and finally it should set a time frame during which this objective should be met. In the areas where there are not qualified individuals available for recruitment pool, departments should encourage visible minority candidates to pursue further study/expertise so they could be considered for future employment. We hope our actions will speak louder than our words.

*Chandrakant Shah is a professor and Tomislav Svoboda, a graduate student in the department of public health sciences.*